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ABSTRACT

Factors contributing to the shortage of minority health care professionals can be alleviated through the development of a sound allied health careers counseling program. This manual is designed for use by the director and his staff for establishing and conducting a short term allied health counselor training workshop to enhance the skills and knowledge of secondary school and preprofessional college teachers and counselors. This manual is divided into the following major sections: (1) Preface; (2) Projected Outcomes; (3) Preconference Activities; (4) Reinforcement Activities; (5) Introduction to Program; (6) Assessment Workshops; (7) Basic Information About Health Professions; (8) Development of Skills for Assisting Students and Implementation of Programs; (9) Selected Activities Involved in Program Implementation; (10) Exposure to Clinical Aspects of Allied Health Professions; (11) Practical Application; and (12) Appendices. (Author/GLL)

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ALLIED HEALTH COUNSELOR TRAINING PROGRAM

TRAINER'S MANUAL

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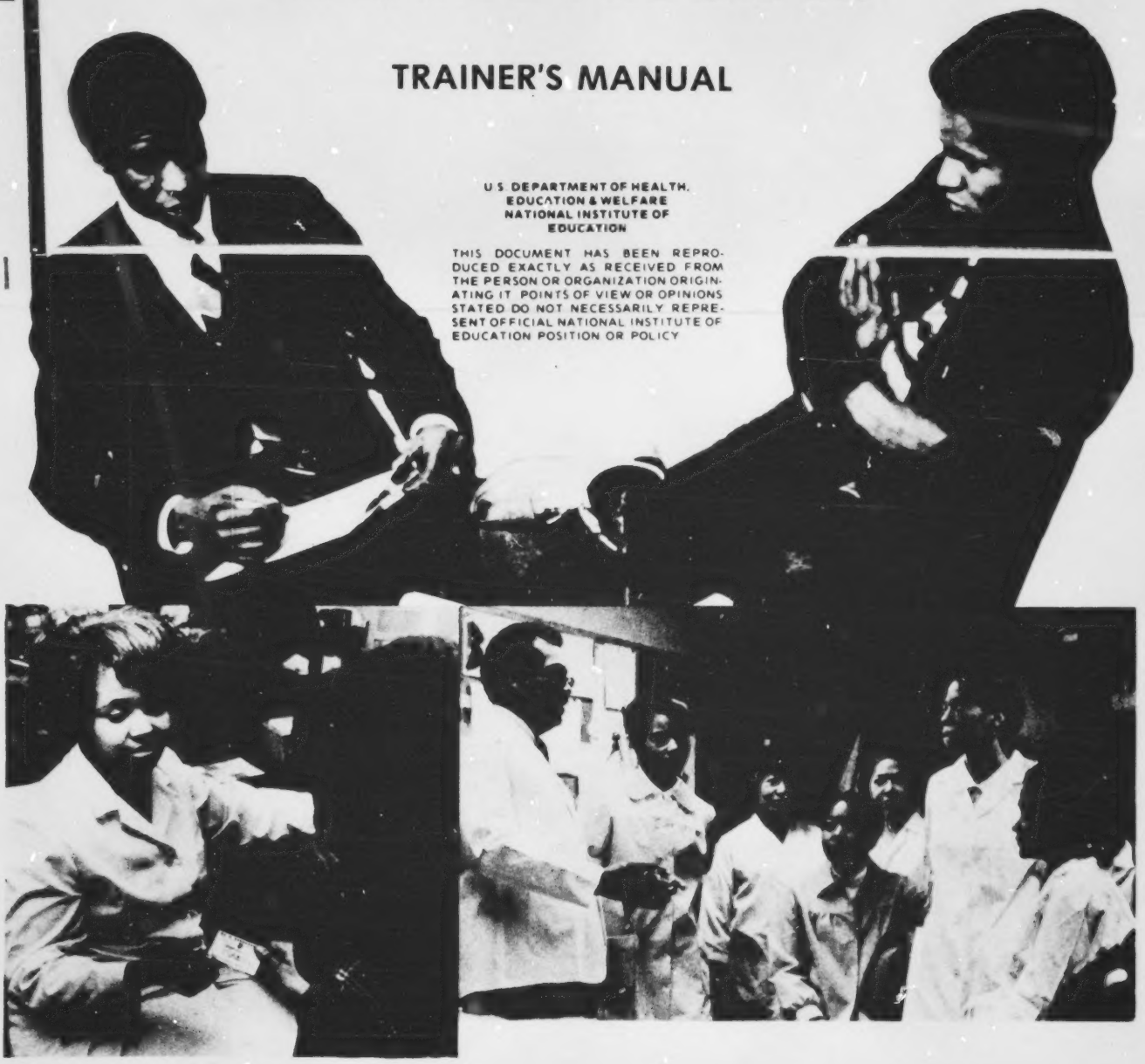

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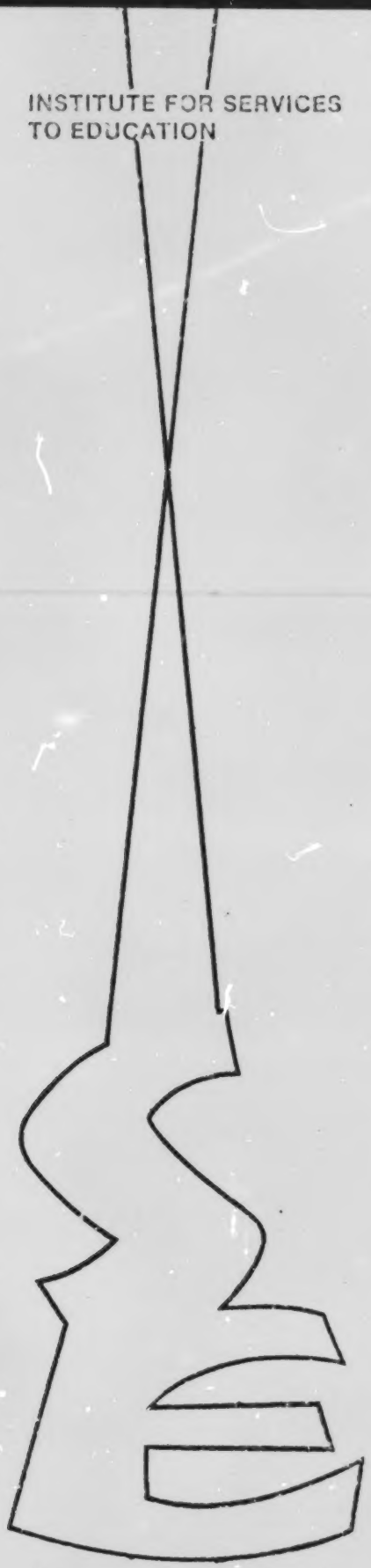

ALLIED HEALTH
COUNSELOR
TRAINING PROGRAM

TRAINER'S MANUAL

INSTITUTE FOR SERVICES TO EDUCATION, INC.
2001 "S" STREET, N. W.
WASHINGTON, D. C. 20009

ALLIED HEALTH COUNSELOR TRAINING PROGRAM

TRAINER'S MANUAL

[THIS MANUAL IS DESIGNED FOR USE BY THE DIRECTOR AND HIS STAFF FOR ESTABLISHING AND CONDUCTING A SHORT TERM ALLIED HEALTH COUNSELOR TRAINING WORKSHOP TO ENHANCE THE SKILLS AND KNOWLEDGE OF SECONDARY SCHOOL AND PREPROFESSIONAL COLLEGE TEACHERS AND COUNSELORS]

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TRAINING PROGRAM

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TABLE OF CONTENTS

	Page
Preface	
Forward	
Introduction	1
Categories of Allied Health Professions	2
Goals and Objectives	4
Program Design	5
Evaluation Design	13
Projected Outcomes	15
Preconference Activities	
Plan of Operation	18
Criteria for Clinical Training Site	18
Criteria for Trainees	18
Criteria for Colleges and High Schools	19
Criteria for Resource Personnel	20
Role Expectations for Resource Personnel	21
Preparation for the Sessions	21
Special Considerations for the Trainees	22
Reinforcement Activities	
Establishment of a Central Office	23
Evening (supplementary) Sessions	23
Miscellaneous Activities	24
Introduction to Program	
Registration	26
General Orientation	28
Enhancement of Communication Between Trainees and Staff	29
Tour of Training Site	32

Page

Assessment Workshops 34

Workshop I - Trainees' Perceived Needs, Goals, and Objectives. 36

Workshop II - Attitude Assessment 38

Workshop III - Identification of Factors 40

Basic Information About Health Professions 43

Overview of Health Professions 45

Entry Requirements 49

Financial Aid 51

Employment Settings for Allied Health Professions 54

Development of skills for Assisting Students and Implementation of Programs

Basic Considerations in Providing Functional Assistance to Minority Students 57

Group Counseling 59

Interviewing 62

Assessment of Student Capabilities and Competencies 65

Career Development 68

Developing & Implementing Activities for an Allied Health Careers Awareness Program 70

Selected Activities Involved in Program Implementation

Recruitment and Retention 74

Tutorial Services 76

Audio-Visual Aid Utilization in Information Dissemination 78

Peer Interaction 80

Considerations in Developing a Relevant Science and Mathematics Curriculum 82

Page

Exposure to Clinical Aspects of Allied Health Professions 86

Module I: Dental Hygiene 90

Module II: Dietetics 90

Module III: Physical Therapy 91

Module IV: Medical Laboratory Professions 92

Module V: Radiological Technology 92

Module VI: Health Care Administration 93

Module VII: Medical Records Administration 93

Practical Application 96

Program Deisgn and Implementation Planning 97

Presentation of Program Design 99

Practicum-Allied Health Careers Presentation 100

Appendix A. Example of a Trainee's Practicum Design and Student Evaluation 103

Appendix B. Samples of Program Evaluation Tools 111

Appendix C. Selected References 123

Allied Health Professions Films (free for loan) 126

Appendix D. Contributors to the Training Program and the Development of the Counselor's Training Manual 130

PREFACE

Over the past decade the trend toward preventive medicine has caused an increase in the use of allied health professionals. Dental hygienists, inhalation therapists, and medical technologists, to name a few, are accepted as essential personnel in most hospitals and other health care facilities. Although these professions have increased in number, minority participation in these professions is low.

The Division of Associated Health Professions of the Health Resources Administration funded a study that was completed in 1969. The study which was entitled "Final Report and Impact of Allied Health Basic Improvement Grant Program on Health Education" by Programming Methods, Inc. disclosed that there is a disproportionate representation of minorities [Blacks in particular] in the allied health professions. The report recommended that an examination of barriers to entry by minorities be conducted with a view to bringing the 3% enrollment of Blacks in the allied health professions close to 11% [the estimate of Blacks in the U.S.)

In the fiscal year 1974-75, the Institute for Services to Education (I.S.E.) was awarded a contract to develop a Prototype Allied Health Counselor Training Program by the Division of Associated Health Professions, Bureau of Health Resources Department. The training program was conducted at the Meharry Tennessee State Complex in Nashville, Tennessee. The trainees were ten high school and college counselors and science teachers from various cities.

The content of this manual is designed to introduce basic information about allied health professions, as well as to help develop effective assisting skills in counseling minority and low socioeconomic students.

FOREWORD

That minorities, particularly Blacks, have traditionally been excluded from the mainstream of society and its institutions is nothing new; only the machinery has become more sophisticated, and consequently, more difficult to change. In the past we have had to deal with discriminations on the basis of color, class, and intellectual and moral inferiority. Today, we must deal with such things as medical and law school admissions tests which are designed in such a way as to make the same kinds of judgements that were made in the past by just looking at you. The result is always negativism and the destruction of one's self-image.

As Counselors of the Allied Health Program, you will experience these same barriers as you attempt to change the attitudes and career aspirations of your students and the attitudes of the institutions with which you work and the society at-large. Your greatest asset will be in changing this negativism to optimism by:

a) encouraging a positive self-image and the fortitude to acquire the skills provided by the program

b) improving the educational process that has tended to enhance, if not produce, low-self-concept of minority students with respect to science

c) finding those modern methods which maintain the kinds of traditional standards and approaches to learning that enables us to communicate the special disadvantages that are associated with our culture, without perpetuating the hopelessness and futility that is so often associated with these disadvantages

d) assimilating knowledge, collecting data, and distributing information on the broad range of fields in Allied Health that will enable young people to map out a path toward a definite goal in the allied health sciences.

One of the most interesting things about this program is the way in which multiple kinds of resources have been organized in order to get the job done. You are building, what has never been done before, functional relationships between school systems, medical schools, and colleges in an effort to make something new happen.

The beginning of this entire process rests in the information contained in this training manual. A continuous self-education process improves your knowledge and importance to yourself, to your colleagues, and to your program.

Elias Blake, Jr.
President, ISE

INTRODUCTION

The number of minority and lower socioeconomic persons pursuing allied health careers is very small compared with the nation's total. Factors which contribute to the shortage of minority allied health personnel include: (1) low self-concept of minority students with respect to science; (2) teacher attitudes toward science and science requirements; (3) inadequate preparation in science courses at the high school level; (4) lack of allied health service role models; and (5) lack of information about allied health science courses. Current efforts to alleviate the shortage of minority allied health personnel have not stimulated substantial increases in the number of minorities pursuing careers in allied health fields.

It is relatively simple to attribute this disproportionate production of health and science majors to the lack of minority and lower socioeconomic group students' interest in the health sciences. However, a closer look will show that the problem is much more complex than is stated. Among the major reasons for the lack of minorities in the health sciences are the traditional and psychological fears of science due to the lack of exposure to it. There is seldom a source of knowledge regarding job opportunities for advancement after high school graduation or after receiving a bachelor's degree in the health sciences. The problem lies in a lack of adequate counseling on the junior high and high school levels before entering college; and on the college level, the present system of counseling does not appear to be geared to the concerns about allied health professions. The reason is that most counselors do not have sufficient backgrounds in these areas.

It is our contention that factors contributing to the shortage of minority health care professionals can be alleviated through the development of sound allied health careers counseling programs.

CATEGORIES OF ALLIED HEALTH PROFESSIONS

Dental Services - Occupations in these services prepare persons to assist dentists in a variety of dental practice activities and/or to fabricate dental prosthetic and orthotic devices.

Examples:
Dental Assistant
Dental Hygienist
Dental Laboratory Technician

Dietary and Nutritional Services - Personnel translate nutritional needs into the selection, purchasing, preparation and service of appropriate foods; along with maintenance of equipment, sanitation, and cost control. They provide nutritional education to individuals and groups, and serve as nutritional consultants to health facilities and communities.

Examples:
Dietetic Technician
Dietitian

Environmental Control Services - Occupational tasks in these services range from pollution control and surveillance of food, water, and air resources to monitoring environments and activities where ionizing radiation is in use..

Example:
Sanitarian

Laboratory Services - Occupations in this group include a variety of specialities and sub-specialities which require knowledge and skill in clinical laboratory procedures.

Examples:
Certified Laboratory Technician
Medical Laboratory Technician
Cytotechnologist
Medical Techrologist

Medical Instrumentation and Machine Operation - Persons who service, maintain, operate, and/or repair medical equipment and instruments that are designed to supplement or support body functions, and which are used in diagnostic and/or therapeutic procedures.

Examples:

Electrocardiographic Technician
Electroencephalographic Technician
Respiratory (Inhalation) Technician
Respiratory (Inhalation) Therapist

Medical Records and Office Services - Personnel plan, organize and manage patient information systems and statistical reports for medical and administrative staff use and health care research.

Examples:

Medical Record Technician
Medical Record Administrator

Radiological Services - These occupations prepare personnel who expose, develop, and critique diagnostic X-ray films, and who assist in therapeutic procedures requiring radio-isotopes or radiation.

Examples:

X-ray Technologist
Nuclear Medical Technologist

Rehabilitation Services - These are careers in which personnel administer therapeutic and rehabilitative procedures designed to restore patients to optimum activity levels.

Examples:

Physical Therapy Assistant
Physical Therapist

Vision Care - Personnel work with or carry out the prescriptions of the ophthalmologist. Their duties include ophthalmic examinations, treatment, and correction of ophthalmic disorders by physical or mechanical measures.

Examples:

Optometric Assistant
Optometrist

Miscellaneous - Personnel perform a variety of supportive services.

Examples:

Medical Assistant
Operating Room Technician
Pharmacist
Veterinarian

OBJECTIVES AND GOALS OF THE MANUAL

This manual for an Allied Health Counselors Training Program was designed to accomplish the following goals and objectives:

I. Sensitize counselors and other educators to a proactive counseling approach in regard to minority and lower socio-economic students and their potentiality for developing rewarding careers in the allied health professions.

II. Alert the trainees to:

   A. the necessary educational requirements at the high school, preprofessional and professional levels; and

   B. the sources of the various types of financial aids for students pursuing allied health professions.

III. Provide the necessary training for the acquisition of skills that will facilitate the development of strategies for recruiting more minorities and low socioeconomic groups into the allied health professions.

IV. Provide experiences that will help to motivate and interest trainees in the following areas:

   A. simulated or actual application of learned skills (e.g. interviewing students);

   B. clinical exposure, observation, and participation in the performance of tasks done by allied health professionals; and

   C. practicum - sessions in which trainees are provided an opportunity to apply the skills and knowledge presented throughout the training in actual counseling situations.

DESIGN OF TRAINING PROGRAM

The Allied Health Counselor Training Program is a one month educational training program specifically designed for science teachers and counselors with special care to provide counseling that relates to minorities and disadvantaged students in high schools and colleges.

The design of the project takes into consideration two major factors that deter the entry of minorities and disadvantaged students into the allied health professions: (1) lack of detailed knowledge and awareness of allied health professions by teachers, counselors, students, and administrators; and (2) inadequate acquisition of skills and knowledge of the necessary educational and training requirements, for allied health professions.

In order for the trainees to become effective in counseling minority students in the health professions, the program should emphasize that:

1. the education of the minority and lower socioeconomic students must involve the schools, community, and professional environment (jobs) to ensure that the students will continue to acquire the necessary skills for full development of potential, especially career development;
2. the teacher, counselor, and the entire school system will have to systematically help minority and lower socioeconomic students enhance those necessary values and attitudes that will enable them to develop their potential and exploit whatever opportunities become available to them;

3. there is a need for the students to be aware of the various opportunities in the allied health fields. There is also a need for them to be exposed to successful role models for positive reinforcement; and
4. it is essential that counselors, teachers, and school administrators develop and maintain positive attitudes toward minority and lower socioeconomic students' capabilities and potential.

In addition to attitudinal assessment and refinement, the program should be designed to acquaint the trainees with the educational requirements necessary to enter the health fields; to provide opportunities for them to participate and observe first hand clinical settings with professionals in the field; and to apply information presented in the program in actual classroom situations (practicum).

Another aspect of the design should be to educate the trainees to the need for student participation in the various health professions through formal and informal discussions with minority and other educators and health professionals.

Four steps are involved in the design of the training program. (see Figure I, page 10).

Step I.

Emphasis on the initial design of the four (4) week didactic, clinical observation, practicum, and techniques for evaluation.

Step II.

Development of criteria for and selection of trainees; the

execution of the training model; and the daily evaluation of the training program.

Step III.

The participants return to their respective institutions to implement what they have acquired at the training site; site visits to the schools and colleges should be made by the staff to review the implementations and also to render the necessary technical assistance; and the post-training assessment questionnaire should be administered to determine the effectiveness of the training program.

Step IV.

Redesign of training manual based on feedback from the evaluation questionnaires in steps II and III, (see p.10, Figure I).

Training

The training of the allied health counselors is a crucial element in the successful achievement of the overall goals of this program. The training sequence is based on three major activities:

1. a didactic intensive workshop;
2. a clinical observation period; and
3. a practicum experience

Four-week Training Workshop

The training program should be designed to provide participants with specific skills and knowledge related to allied health careers and to include specific knowledge of entry requirements, duties, roles, and functions in the

various allied health fields.

The training should provide an opportunity for participants to increase their knowledge of the range of allied health careers and to acquire skills to communicate to students the extent of the commitment and skills required to pursue an education in an allied health profession.

Special emphasis should be placed upon the type of curriculum program a student should take in high school if the goal is an allied health career. At the college level emphasis is placed upon choosing a curriculum during the freshman and sophomore years of the training programs to allow for a possible change in major field. The training should include intensive orientation in skills needed to effectively help students in such areas as group dynamics, individual and group counseling techniques, recruitment procedures, financial assistance, motivational techniques, career and occupational counseling, placement activities, and public relations.

The Clinical Observation Experience

The clinical observation experience should provide the participants with firsthand experiences of what the professionals in allied health professions actually do at different points in their careers; develop an in-depth knowledge of at least two fields selected for the project; and enhance their awareness of non-participation of minorities and the disadvantaged in the allied health professions. The basic components of the clinical observation experience are orientation to the clinical facility; an explanation of the allied health professions which are available at the training site, and observation of the actual functioning of each profession. The observations should include visits to other clinical facilities in the vicinity. The clinical

observations are scheduled to occur prior to the practicum .

The Practicum

The practicum should be designed so that the training staff can observe the trainees conducting mini-counseling sessions with groups of freshmen college students. The practicum affords an opportunity for the training staff to observe the skill with which the individual trainee attempts to implement the various aspects of the program and their ability to effectively interact with minority and disadvantaged students. Each trainee has up to one hour to make a presentation. The sessions should be videotaped and reviewed by the staff with the individual trainee prior to its presentation to the entire group for critiquing in the evenings.

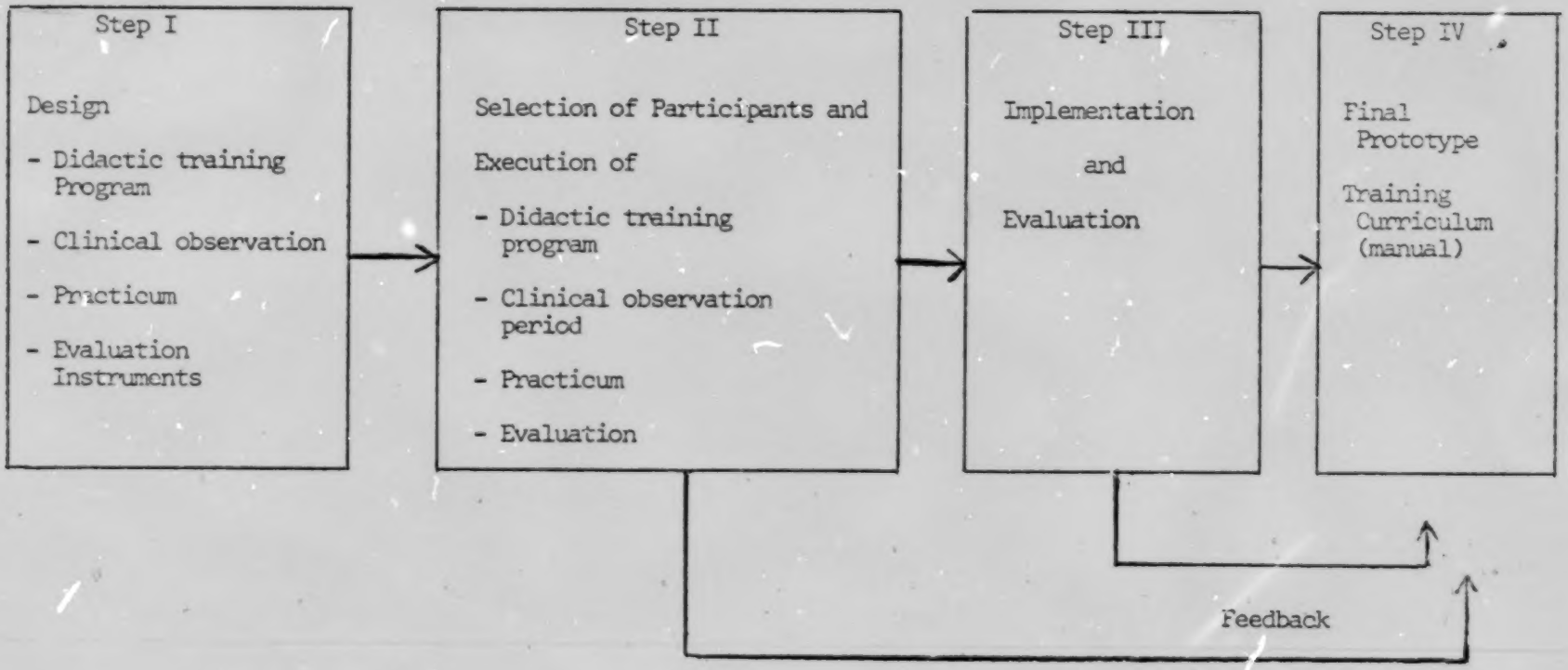

Figure 1

Flow Chart of Program Design

FIRST WEEK

Monday	Tuesday	Wednesday	Thursday	Friday
General Orientation	Preliminary Workshop I. Perceived needs II. Attitude Assessment	Overview of Health Professions Entry Requirements	Financial Aid Employment Settings	Basic considerations in Counseling Minority Students
LUNCH				
Enhancement of Intragroup Communications	III. Identification of Factors	Clinical Exposure: Dental Hygiene	Clinical Exposure Dental Hygiene	Clinical Exposure: Dietetics
DINNER				
←		Reinforcement Activities		→

SECOND WEEK

Monday	Tuesday	Wednesday	Thursday	Friday
Group Counseling Interviewing	Assessment of Students Career Development	Recruitment and Retention	Tutorial Services Peer interaction	Audio-visual aid Utilization in Information Dissemination Consideration in developing a science curriculum
LUNCH				
Clinical Exposure: Dietetics	Clinical Exposure: Physical Therapy	Clinical Exposure: Physical Therapy	Clinical Exposure: Medical Laboratory Professions	Clinical Exposure: Medical Laboratory Professions
DINNER				
←		Reinforcement Activities		→

Figure 2

Example of Schedule of Training Activities

THIRD WEEK

Monday	Tuesday	Wednesday	Thursday	Friday
Developing and Implementing Activities for Health Career Awareness Programs	Program Design -General Sessions	Program Design -Independent Study →	→	→
L	U	N	C	H
Clinical Exposure: Medical Laboratory Professions	Clinical Exposure: Radiological Technology	Clinical Exposure: Radiological Technology	Clinical Exposure: Health Care Administration	Clinical Exposure: Health Care Administration
	D I N N E R			
←		Reinforcement Activitites-to include techniques in proposal writing	→	→

FOURTH WEEK

Monday	Tuesday	Wednesday	Thursday	Friday
Practicum	Practicum	Practicum	Presentation of Program Designs	Closing Activities
L	U	N	C	H
Clinical Exposure: Medical Records Administration	Clinical Exposure: Medical Records Administration	Clinical Exposure: Medical Records Administration	Clinical Exposure: Observation of Health Facility Matthew Walker Comprehensive Health Center	
	D I N N E R			
←		Evaluation of Practicum →	→	

25

26

EVALUATION DESIGN

The necessity for a comprehensive evaluation of the effectiveness of the Allied Health Counselor Training Program is stressed by the developers of the program. The formal evaluation, therefore, should be designed so as to attempt to determine the level and/or degree of accomplishment of the training objectives. The design should be organized to accomplish the following tasks:

1. To determine the profile of the participants.

   This questionnaire should be designed to gather data concerning experience and training level, knowledge of the allied health professions, level of activity in allied health counseling, philosophical orientations toward health occupations and expectations of the training program.

   It is recommended that this information be gathered prior to the beginning of the training program as it may be necessary in organizing some activities to be included in the training.

2. To determine the participants' familiarity with the various assisting skills for minority and disadvantaged students.

   The program organizers should recognize the limitations of most methods which might be used in getting this kind of information. It is suggested, however, that a thematic-apperception open-ended response format is very appropriate.

3. To evaluate each of the sessions and the presenters in achieving the goals and objectives of the training program.

   This questionnaire should be a short answer and should seek subject judgments of the participants concerning the appropriateness of the sessions as a whole; its sub-topics; presentation techniques; and level of effectiveness of material.

4. To determine the effects of the program on the participants' attitudes, behaviors, and levels of activity at the close of the program.

   The format of this questionnaire should very closely approximate the format of the preconference questionnaire so that comparisons can be made between pre-and post-conference responses.

5. To gauge the level and quality of participant activity in implementation of the program at some period (at least three months) after the training program.

   This questionnaire should be mailed to the participants to determine any short term effects of the program on the behavior and activities of the participants.

[See Appendix B (p. 111) for examples of questionnaires.]

PROJECTED OUTCOME OF THE PROGRAM

Using the assisting skills and strategies developed during the training, the counselors should be able to counsel and impart the following information about the allied health careers to the students.

I. High School Requirements:

An Allied Health Counselor should be able to describe the pre-requisites for entry into an accredited allied health program, and will be able to discuss and identify the following:

A. the high school course requirements;

B. grade average required; and

C. college testing score requirements for in-state and out-of-state students.

II. Competencies Required:

In order to counsel students for entry into allied health professions, a counselor should be able to:

A. describe the profession;

B. explain the functions and duties of the allied health professional

C. discuss and give the admissions requirements for various programs;

D. list and discuss primary areas in which employment is possible;

E. describe some general personal characteristics and traits necessary, e.g., manual dexterity;

F. differentiate among the related members of the health team (e.g. dental assistant, dental hygienist, dental

technician), with regard to the following parameters:

1. education and training,
2. licensure,
3. tasks and responsibilities,
4. patient contact;

G. differentiate between the educational goals of the Associate of Arts (A.A.) and Baccalaureate (B.A. or B.S.) degree programs and the employment possibilities associated with each;

H. explain to and make available to the students information pertaining to financial aid;

I. counsel students in selecting accredited schools for matriculation;

J. make available to the students printed material about the professions at accredited schools.

III. Learning Objectives:

As a result of participating in the training the Allied Health Counselor Manual, the counselors will be able to:

A. provide information on where and how the allied health professional functions within the profession;

B. give facts on career ladders in terms of education requirements;

C. compare and contrast the various allied health professionals as related to the following:

1. scope of practice
2. responsibility
3. traditional sterotyping according to sex
4. employment; and

D. provide information on training facilities as related to:

1. accreditation, certification, and licensure
2. geographic regions
3. financial assistance programs
4. hospital affiliations
5. tuition ranges
6. degree(s) offered

PRECONFERENCE ACTIVITIES

A series of activities should occur which lay the groundwork for the training programs. These activities include designing a plan of operation, selecting a training site, selecting high school and college trainees, and selecting resource personnel.

Plan of Operation

A detailed outline of the objectives of each day's activities should be constructed. A checklist for preparatory activities should be prepared. The following training staff should meet to design the plan of operation: project director, project coordinator, coordinator for counseling, clinical exposure coordinator, allied health curriculum coordinator, and the project evaluator.

Criteria for Clinical Training Site

The health facility should have at least six (6) allied health professionals, and it should be an accredited training institution for allied health professionals. The facility should have had positive communication and activities with minority and low socioeconomic communities.

Criteria for Trainees

Ideally, each institution should furnish as a participant one counselor or one science teacher. The science teacher should be chosen from the disciplines of biology and chemistry/physics. In addition to these criteria, participants should be selected if they:

- demonstrate an awareness of the growing fields of allied health;
- recognize the need for increased minority participation in allied health careers;

- demonstrate positive interaction with minority students;
- are well-trained in their field of endeavor and have demonstrated the ability to communicate well with students.

Criteria for Colleges and High Schools

The work settings of the trainees should meet certain criteria.

High Schools

The high schools selected to participate in the program should meet the following criteria:

- majority of the student body should belong to minority or lower socioeconomic groups;
- the academic curriculum includes the science courses of chemistry or physics, biology, as well as algebra, trigonometry and geometry. (Special consideration will be given to high schools with advanced placement options in such areas as mathematics, chemistry, physics, biology);
- counselor and/or science teachers are available and willing to participate in this project;
- the high school is willing to provide release time for the participants;
- the high school is willing to allow the participants (counselor and science teachers) to attend a training program for its' full duration which may mean a one month period away from the high school and assigned duties; and
- the high school is willing to participate in a cooperative arrangement with the college in its' vicinity identified with the project.

Colleges

The final selection of colleges to participate in the program is based on the following minimum criteria:

- student body includes a large minority and low socioeconomic group;
- the academic curricula include at least one of the allied health curriculum programs (see p. 2);
- the counselor and science teachers selected by the colleges are willing to participate in this project;
- the college is willing to provide release time for the participants; and
- the college will allow the participants (counselor and/or science teachers) to attend a training program for its' full duration, which may mean a period of one month away from the campus and assigned on-campus teaching duties.

Criteria for Resource Personnel

Resource persons can be staff members or individuals from outside, who either conduct workshops, or help staff people plan workshops, and provide them with information related to the workshop topics.

Individuals selected to conduct workshops or serve as resource persons should possess the following qualifications:

- proficiency in the skills that the person will be responsible for teaching;
- experience in working with people in minority and low socioeconomic groups in the area that the training is focused upon;
- a positive commitment to the development of effective skills in the trainees;

- a positive attitude toward working with minority and low socio-economic people.

Role Expectations for Resource Personnel

Resource persons have the responsibility for planning and executing their specific sessions. They should submit plans for these sessions in advance to the project director to ensure that they coincide with the goals, objectives, and philosophy of the training program.

Preparation for the Sessions

Certain criteria must be met to accommodate the training sessions. These are as follows:

Physical Setting

Meeting rooms with:

- adequate space and facilities to accommodate the activities of the staff, trainees, and resource persons;
- suitable electrical outlets for the use of audio-visual equipment;
- writing board or chalk board; and
- movable desks and chairs.

Materials

The following should be made available to the trainees:

- writing pads
- pens
- pencils
- chalk
- (audio equipment, tape recorder for staff use)
- handouts (printed material relevant to the specific area to be covered;

- other items specified by the resource persons and/or staff.

Special Consideration for the Trainees

Before the training sessions begin, the trainees should be informed of certain expectations.

Trainees are expected:

- to complete all assignments throughout the training program;
- to participate in the discussions in the sessions;
- to prepare and present program design and practicum counseling sessions suitable for use in their home school.
- to prepare an evaluation of each activity; and
- to complete the post-conference questionnaire.

REINFORCEMENT ACTIVITIES

Certain activities should be included which tend to reinforce the contents of the training sessions.

I. Establishment of a central office

A large room should be available at the training site to all trainees in the evenings and on weekends.

The room should be equipped with:

a. library materials relevant to the allied health professions

b. typewriter

c. writing pads and pencils

d. meeting space for trainees' conference

e. electrical outlets for audio-visual equipment

f. other supplies necessary for accommodating trainees' conference needs

II. Evening (supplementary) sessions

During the course of the training program, it may become necessary for additional sessions. Evening sessions are designed to meet those needs. The evening sessions will deal with subjects such as:

a. proposal writing

b. sources of funding

c. political aspects of program implementation

d. current health related issues in the news

e. evaluation of resource personnel

f. general "rap" sessions

g. review of the day's sessions

III. Miscellaneous Activities

A. Farewell reception

an opportunity should be provided for the trainees, resource personnel, training staff, allied health professionals and administrators to informally interact before departure.

At this session a list of names and addresses of the trainees, resource personnel, and staff should be distributed.

B. Presentation of Certificates.

A formal occasion should be planned where the trainees will receive certificates for their participation in the Allied Health Counselors Training Program.

INTRODUCTION TO PROGRAM

REGISTRATION

GENERAL
ORIENTATION

ENHANCEMENT OF INTRA-GROUP
COMMUNICATION

TOUR OF TRAINING SITE

REGISTRATION

OBJECTIVES:

I. To register trainees into the program

II. To provide trainees with literature significant to the program

III. To assign rooms to trainees

PREPARATION:

Training staff should assemble registration packets and designate specific responsibilities.

TIME:

Variable

PHYSICAL SETTING:

Highly visible location (e.g. lobby) suitable to accommodate a table with registration materials.

MATERIALS:

I. Registration cards

II. Registration packet should include:

A. program Literature

1. brochure or description of organization conducting the training program
2. synopsis of training program
3. schedule of activities
4. list of staff members, expected trainees, and resource people

B. literature about locale

1. description of training site
2. map of city
3. literature about points of interest, e.g. restaurants, tourist attractions, historical sites, etc.

PROCESS:

I. Registration of trainees

II. Staff members should be on hand to welcome trainees

III. Welcome reception.

GENERAL ORIENTATION

OBJECTIVES:

I. To acquaint the participants with the staff and consultants involved in the training program.

II. To familiarize the participants with the nature and scope of the training program by presenting:

   A. the methodologies to be used;

   B. the philosophical concept of the program; and

   C. the expectations of trainees.

III. To discuss the schedule of activities, and if necessary, point out corrections or changes.

PREPARATION:

I. Contact consultants to establish availability for attendance at orientation.

II. Distribute schedule of activities to participants.

TIME:

One and a half hours.

MATERIALS:

Schedules of activities.

PROCESS:

I. Introduction of staff and consultants.

II. Introduction of trainees.

III. Explanation of the nature and scope of work by the director and staff members.

IV. Discussion of detailed schedule of activities.

ENHANCEMENT OF COMMUNICATION BETWEEN TRAINEES AND STAFF

OBJECTIVES:

I. To foster positive interpersonal relationships among trainees.

II. To provide an opportunity for trainees to explore similarities and differences in knowledge and attitudes toward the allied health professions as perceived by science teachers and counselors.

III. To provide an initial opportunity for trainees to utilize group interaction as a vehicle to share knowledge and experience.

IV. To facilitate effective intergroup communication among trainees.

TIME:

Three hours.

RESOURCE PERSON:

Special qualifications include training and experience in group facilitation and knowledge of the allied health professions.

PROCESS:

I. The resource person should exercise the option of permitting staff people to remain or requesting them to leave the room in order to encourage uninhibited participation.

II. The objectives and format of the workshop should be outlined by the resource person.

III. The resource person should conduct activities which will enable the group to meet the objectives of the workshop.

Examples:

A. Get Acquainted Triads

1. The resource person should direct the trainees to form groups of three.

2. The individuals in each group are directed to interact. They should be encouraged to become familiar with each other and provide mutual feedback.

B. "Tinker Toy" Design

This is a group simulation exercise in which group process is used to express how the participants feel about the training program. The tinker toys are used to construct the products that best symbolize their expectations of the training program.

Objectives:

1. To introduce the members to the concept of working as a group
2. To afford the participants an opportunity for a non-threatening approach in group participation
3. To "break the ice"

Sub-Goals:

1. To give individuals an opportunity to see how they work together
2. To provide exercises in decision making, leadership, and communication

C. Perception Check

The resource person should:

1. Direct the trainees to remain in the same group; and
2. Direct the trainees in each group to discuss their strengths and weaknesses in working in groups and their perception of openness and honesty in the group

D. Newspaper Interview

The resource person should direct the trainees to remain in subgroups and select two trainees to se as "reporters" who will interview the groups. The "reporters" should interview the groups regar their expectations, personal goals, needs and pref erences for the conference.

E. Lewin-Force-Field

1. Lewin in his force field theory indicates that when forces are increased for change in a give direction, counter forces, in the other direct may also occur, bringing behavior to the prior position. Change involves not only enhancing t forces but also holding the resistant forces constant or reducing them. Groups: Theory an Experience Rodney W. Napier and Matti K. Gershenfeld, 1973.

2. The resource person should explain the underly theory and the use of the force field analysis counseling, decision making, and problem solvi situations.

3. Upon completion of the task, the resource pers instructs the groups to apply this technique t resolve a potential "back home" problem in ter of the transference of conference skills and knowledge.

TOUR OF TRAINING SITE

OBJECTIVES:

I. To familiarize the trainees with the facilities and resources available at the training site.

II. To introduce the trainees to basic aspects of allied health professions, including:

A. categories of personnel

B. types of equipment

C. types and rationale for different health care services

PREPARATION:

Tour arrangements:

A guide should be appointed by officials of the training site; each department should designate someone with a comprehensive knowledge of the department to deliver an overview to the trainees.

TIME:

Variable

MATERIALS:

I. map of training site.

II. literature about the training site.

PROCESS:

I. Trainees, staff members, and tour guide should meet at a predesignated time and place. Groups of 12-15 should be formed.

II. Tour should be initiated with an overview of the training site.

A. history

B. allied health professions within the facility

C. Population served by the facility

D. allied health professional training available at the site.

III. The departmental spokesperson should give a brief overview of the department with the objectives in mind to:

(a) familiarize the trainees with the facilities and resources available at the training site).

(b) introduce the trainees to basic aspects of allied health professions, including: categories of personnel; types of equipment; types of health care services and rationale for their use.

IV. Opportunities for a question and answer period should be provided in order to clarify and/or evaluate the events observed on the tour.

ASSESSMENT WORKSHOPS

Workshop I:
Trainees Perceived Needs

Workshop II:
Attitude Assessment

Workshop III:
Identification of Factors

ASSESSMENT WORKSHOPS

Rationale:

The training staff must be able to obtain information about the trainees' expectations of themselves and the program, in addition to their perceptions of the work environments in order to implement training sessions which successfully meet the needs of the participants.

Purpose:

These sessions are intended to provide the training staff with information about the trainees' initial perceptions of the training program and their need to participate in it. The workshops will also be concerned with the identification of the trainees' attitudes toward the allied health professions and factors existing in their work settings which will support or inhibit an allied health careers counseling program.

The data obtained from these workshops should be synthesized and used by the staff in the final planning of those sessions which deal with assisting skills developing. The use of this information will make the presentations relevant to the trainees' work situations.

WORKSHOP I: TRAINEES' PERCEIVED NEEDS, GOALS, AND OBJECTIVES

OBJECTIVE:

I. To have the trainees discuss and prepare a written statement of their perceived needs, goals, and objectives as related to the training program.

TIME:

Two hours.

RESOURCE PERSONNEL:

The resource person or the staff member making this presentation should have experience in group facilitation.

PROCESS:

I. The facilitator should ask the trainees to form small groups.

II. The facilitator should explain the objectives of the workshop.

III. A recorder for each small group should be designated.

IV. The facilitator should direct the trainees to discuss individually, their perceived needs, goals, and objectives.

V. The facilitator should ask trainees for an evaluation of each participant's statement.

VI. The recorder should prepare a written statement of the discussion.

VII. After the preparation of the written statement, the trainees should return to the large group.

VIII. The recorders should act as spokespersons for the small groups, and present the groups' statements.

IX. The list of perceived needs, goals, and objectives should be refined.

X. The closing discussion should center around the trainees' statement of needs, goals, and objectives.

XI. The group facilitator should relate the statement to the program and explain the means by which the trainees' needs, goals, and objectives can be met.

WORKSHOP II: ATTITUDE ASSESSMENT

OBJECTIVES:

I. To assess the trainees' attitudes toward the Allied Health Professions.

II. To discuss the trainees' attitudes toward the Allied Health Professions in relationship to their roles in stimulating student interest in the professions.

   A. To determine positive and negative effects of attitudes that surfaced in the discussion

   B. To devise methods of utilizing strengths to solve problems identified in the discussion

TIME:

One to two hours.

MATERIALS:

The director and his staff should develop an attitude assessment inventory (see references).

RESOURCE PERSONNEL:

Special qualifications include training and experience in group processes, attitude assessment, and some knowledge of the allied health professions.

PROCESS:

I. The group facilitator should give each trainee an attitude assessment inventory.

II. Trainees should be directed to complete the attitude inventory.

III. The facilitator should lead the group to conduct an analysis of the inventories.

Example: The group may discuss each item on the inventory.

IV. The facilitator should list all groups of attitudes which are evident in the discussions.

V. The group should attempt to determine the implications of the attitudes.

References for development of attitude assessment inventory:

Fulton, Harry, "A comparative study of student attitudes toward science and the ability of the teacher to make material understandable in individual and group approaches to BSCS Biology," School Science and Mathematics 1971, 71:198-202

Aiken, L.R. and Aiken, D.R., "Recent Research on Attitudes Concerning Science," School Science and Mathematics, 1969, 53:295-305

Moore, R., "A Profile of Scientific Attitudes of 672 Ninth Grade Students," School Science and Mathematics, 1971, 71:229-232.

WORKSHOP III. IDENTIFICATION OF FACTORS IN INSTITUTIONAL SETTINGS, WHICH AFFECT STUDENT INTEREST IN THE ALLIED HEALTH PROFESSIONS

OBJECTIVES:

I. To have trainees identify and discuss factors existing in their school systems, which encourage student interest in the allied health professions.

II. To enable trainees to reveal contraints which would hinder their efforts to encourage students to enter the allied health professions.

TIME:

Three hours.

RESOURCE PERSONNEL:

Special qualifications include training and/or experience in educational counseling, some knowledge of the allied health professions, and of the politics of school systems.

MATERIALS:

Printed handouts containing information related to the content of the workshop.

Examples:

1. A list of the workshop's objectives.
2. Descriptions of situations that counselors encounter.

PROCESS:

I. The facilitator should:

A. Outline the objectives and format for the workshop.

B. Instruct trainees to keep a written record of the workshop's proceedings for inclusion in their reports.

II. The group facilitator should ask the trainees to form small groups.

III. Each group should select a recorder to take notes about the groups' activities.

IV. The facilitator should

A. Explain the tasks to be performed

B. Establish guidelines for the sessions

C. Direct the groups to begin the discussions to:

1. identify factors in the school systems which encourage student interest in the allied health professions; and

2. identify constraints which would affect or hinder their efforts to encourage students to enter allied health professions.

V. The recorders should report on the deliberations of each group's session to the reconvened large group.

VI. The facilitator should list all factors and perceptions on a chalk board, separating the positive factors from the problems.

VII. The group facilitator should ask the trainees to form small groups again.

VIII. Each subgroup will be asked to develop approaches for the utilization of positive factors, which exist in their school systems; and develop solutions for the problems, which have been identified.

IX. When the task in Process VIII is completed, the trainees should return to the large group.

X. The recorders will present the results of each group's work. The facilitator should group the ideas on a chalkboard while the group ranks them in terms of their practicality.

XI. All solutions should be developed into refined statements which should in turn be grouped according to attitudinal, institutional, or technical factors.

BASIC INFORMATION ABOUT HEALTH PROFESSIONS

1. Overview of Health Professions
2. Entry Requirement
3. Financial Aid
4. Employment Settings

BASIC INFORMATION ABOUT HEALTH PROFESSIONS

Rationale:

Counselors and teachers must know the basic information about allied health careers to form a foundation for further research into health professions.

Purpose:

These sessions are intended to provide general information about the health professions, entry requirements, and financial aid.

The director or teacher using this manual may or may not be thoroughly familiar with health professions, entry requirements, and financial aid. He should seek the assistance of resource personnel to accomplish the stated objectives.

OVERVIEW OF HEALTH PROFESSIONS

OBJECTIVES:

I. To make the trainees aware of the development of the allied health professions.

II. To familiarize the trainees with current trends in the allied health professions.

III. To acquaint the trainees with the overall state of affairs of regional and national health care delivery systems.

TIME:

One to two hours.

MATERIALS:

A variety of multimedia materials illustrating the development and outlook for health professions.

RESOURCE PERSONNEL:

Special qualifications include a comprehensive knowledge of the growth and development of the health professions, knowledge of the present status and trends, and the outlook for the future. Ideally, the person should be actively involved in some aspect of the health professions, though not necessarily a practitioner.

PROCESS:

I. The facilitator should give an overview of the growth and development of the health professions, including:

A. history of health care delivery in the United States;

B. the development of major fields of health professions;

C. the development of new professions as a result of specialization in the old ones;

D. the ratio of minority allied health professionals in each of the professions as compared with the percentage of minority people in the nation's population;

E. the future outlook for allied health professions; and

F. the roles of the professional organizations.

II. The facilitator should direct the discussion among trainees, to include, but not be limited to:

A. the development of health professions;

B. the future of the health professionals; and

C. opportunities and obstacles to minority participation

III. Suggested Activity:

- showing a film depicting various aspects of the health care delivery system;

Suggested films and sources:

"Code Blue"

"The Covenant" - Veterinary Services

"A Matter of Opportunity"

All the above films may be borrowed from the following Modern Talking Picture Service libraries. Book from the one nearest you. Each library has an exclusive territory and you will be served by one and only library.

Atlanta, Georgia 30308
412 W. Peachtree Street, N.W.

Boston, Massachusetts 02167
230 Boylston Street, Chestnut Hill

Buffalo, New York 14202
122 West Chippewa Street

Cedar Rapids, Iowa 52404
c/o Pratt Educational Media, Inc.
200 Third Avenue, S.W.

Charlotte, North Carolina 28202
503 North College Street

Chicago, Illinois 60007
1686 Elmhurst Road
Elk Grove Village, Illinois

Cincinnati, Ohio 45202
9 Garfield Place

Cleveland, Ohio 44115
c/o Film Programs, Inc.
2238 Euclid Avenue

Dallas, Texas 75207
1411 Slocum Street

Denver, Colorado 80204
c/o Cromar's Modern Films
1200 Stout Street

Detroit, Michigan 48235
15921 W. 8 Mile Road

Harrisburg, Pennsylvania 17105
c/o J.P. Lilley & Son, Inc.
2009 North Third Street

Honolulu, Hawaii 96813
c/o Films Services of Hawaii, Ltd.
716 Cooke Street

Houston, Texas 77027
4084 Westheimer Road

Indianapolis, Indiana 46204
115 East Michigan Street

Los Angeles, California 90038
1145 N. McCadden Place

Maryland Heights (St. Louis), Missouri 63043
86 Weldon Parkway

Milwaukee, Wisconsin 53202
c/o Roa's Films
1696 North Astor Street

Minneapolis, Minnesota 55420
9129 Lyndale Avenue South

Philadelphia, Pennsylvania 19107
1234 Spruce Street

Pittsburgh, Pennsylvania 15222
910 Penn Avenue

San Francisco, California 94105
16 Spear Street

Seattle, Washington 98103
c/o Photo & Sound Company
1205 North 45th Street

Summit, New Jersey 07901
c/o Modern-Mass Media, Inc.
315 Springfield Avenue
Serves: New Jersey and southern New York state

Washington, D.C. 20036
Suite 4, 2000 "L" Street, N.W.

"Day of Judgement" - Pharmacy

"Without Warning" - Lilly and Company

Miss A.I. Proctor
Audio Visual Film Library
P.O. Box 618
Indianapolis, Indiana 46202

"In a Medical Laboratory"

American Cancer Society
219 E. 42nd Street
New York, New York 10017

Other films may be available through your state Hospital Association's Health Careers Program.

ENTRY REQUIREMENTS

OBJECTIVES:

I. To increase awareness of requirements at each educational level.

A. Certificate programs

B. Associate degree programs

C. Baccalaureate degree programs

D. Masters degree programs

II. To stress the interrelatedness of the pre-professional courses which will permit a possible change in final career choices.

III. To familiarize trainees with available resource materials and where to obtain such materials.

PREPARATION:

Acquire pamphlets from various health professional organizations, or Associated Schools of Allied Health Professions, which describe entry requirements, e.g., Health Careers Guidebook from the Government Printing Office, Washington, D.C., or Division of Allied Health Professions Development, Health Resources Administration, HEW, Rockville, Maryland

TIME:

Two to three hours.

RESOURCE PERSONNEL:

Special qualifications include a comprehensive knowledge of the allied health fields and its entry requirements.

PROCESS:

I. The facilitator should provide a brief overview of the development of entry requirements; discuss current trends in entry requirements; and discuss means by which requirements can be met.

II. The facilitator should design and conduct exercises for the trainees to determine the entry requirements.

III. Trainees should:

A. Simulate experiences in dealing with students seeking information about allied health careers.

B. Develop a program of study from junior high through freshman year in college for a student going into one of the allied health professions.

C. Be afforded the opportunity of actual practice with high school students.

II. Questions and answer period.

FINANCIAL AID

OBJECTIVES:

I. To make the trainees aware of sources of financial aid for allied health students.

II. To differentiate between the types of financial aid available to students.

III. To provide explanations of the application and award procedures for various types of financial aid.

IV. To make the trainees aware of problems and special concerns of minority students and financial aid.

PREPARATION:

The resource person should have acquired literature regarding various sources of financial aid and application forms for financial aid from a college financial aid office and other groups that offer financial aid to students.

TIME:

Two to three hours.

MATERIALS:

I. Literature describing financial aid

II. Application forms

III. Other items as determined by the facilitator.

RESOURCE PERSONNEL:

Should be financial aid officer with experience in assisting minority students.

PROCESS:

I. The facilitator should discuss:

A. the development of the types of financial aid;

B. the general types of financial aid, including:

1. loans
2. scholarships
3. grants
4. work-study
5. independent jobs
6. campus employment;

C. the most widely used types, e.g., National Defense Loans, Basic Opportunity Grants, State Scholarships, etc.;

D. the specific financial aids for the allied health professions, e.g., Public Health Traineeships, Scholarships and/or loans granted by the various health professional organizations.

II. The resource person should have an exercise in completing application forms for financial aid.

III. The resource person should discuss strategies in the financial aid application and award process, e.g., advocacy role of counselor.

IV. The resource person should discuss the problems and special concerns of minority students and financial aid, e.g., fear of loans.

V. The resource person should discuss the need for work with parents in the financial aid application process.

VI. Question and answer period.

References:

The American Legion Education and Scholarship Program/Americanism and Children and Youth Division,"Need a Lift?" To Educational Opportunities. Indianapolis, Indiana: An American Legion Service for Young People, Fall, 1973.

U.S. Department of Health, Education, and Welfare, How to Pay For Your Health Career Education, A Guide for Minority Students. Washington, D.C. Public Health Service, Health Resources Administration, DHEW Publication No. (HRA) 74-8.

EMPLOYMENT SETTINGS FOR ALLIED HEALTH PROFESSIONALS

OBJECTIVES:

I. To acquaint trainees with institutions, companies, or agencies which train and/or hire allied health professionals.

II. To provide an opportunity to examine job descriptions of allied health professions.

III. To provide an opportunity for trainees to interact with employers of allied health professionals.

PREPARATION:

I. Contact local institutions, companies, or agencies through their public relations offices for representatives to speak to the trainees and request them to bring job descriptions.

II. Contact the public relations offices of local institutions, companies, or agencies to arrange a tour of their facilities.

TIME:

Two to three hours.

RESOURCE PERSONNEL:

Special qualifications include experience in recruiting and/or training minority personnel for public and private institutions.

MATERIALS:

- Films (Optional)
- Literature describing agencies represented
- Job descriptions

PROCESS:

I. A description of the agencies

II. Types of allied health professionals employed

A. Responsibilities and duties of the allied health professionals

B. Entry level positions

C. Requirements for employment

D. Career advancement opportunities

III. Representatives from different agencies should demonstrate, if possible, how their agencies are interrelated.

IV. Representatives from different agencies should demonstrate how their agencies respond to the total health care delivery system.

V. Question and answer period to clarify, enhance, and/or evaluate the activities.

Examples: Possible Employment Settings

1. Local or state health departments
2. American Cancer Society
3. Hospitals
4. Nursing homes; extended care facilities
5. American Red Cross
6. Neighborhood health centers

DEVELOPMENT OF SKILLS FOR ASSISTING STUDENTS AND IMPLEMENTATION OF PROGRAMS

1. Basic Considerations In Providing Functional Assistance to Minority Students
2. Group Counseling
3. Interviewing
4. Assessment of Student Capabilities and Competencies
5. Career Development
6. Developing & Implementing Activities for an Allied Health Career Awareness Program

BASIC CONSIDERATIONS IN PROVIDING FUNCTIONAL ASSISTANCE TO MINORITY STUDENTS

OBJECTIVES:

I. To familiarize trainees with certain basic concepts, which should be incorporated into the counseling programs for minority and lower socioeconomic students.

II. To explore practical means of applying these concepts.

TIME:

Four to six hours.

RESOURCE PERSONNEL:

Special qualifications include training and experience in guidance counseling, with particular emphasis on minorities and other low socioeconomic groups.

PROCESS:

I. The facilitator should provide a clear, concise description of a conceptual approach to counseling minority students, which includes an explanation of the relationship between counseling and the student's educational, social, and career development.

II. Identification and discussion of the roles and significance of all individuals involved in assisting minority students in their educational development.

Examples: A. classroom teachers

B. school counselors

C. school administrators

D. parents

III. The facilitator should lead a discussion on the minority student's perceptions of the educational process, i.e., the rationale for getting an education; the relationship with teachers and how he perceives them; and how he views counselors and administrators; the community; and role models in the community outside of the family that affect his view of life.

IV. The facilitator should lead discussions on the following tasks of a counselor; and stress their importance in a successful counseling program:

A. assisting students to better know, understand, accept, and improve themselves;

B. development of decision-making skills;

C. enabling students to establish and order priorities;

D. development of planning skills;

E. assisting the student as a total person;

F. encouraging directional development versus predictive ends;

G. serving as an advocate for the student;

H. establishing credibility with the student;

I. understanding the student's socio-historical framework;

J. identifying and interpreting students' perceptions of counselors; and

K. developing a counseling program which is a continuous process and not crisis oriented.

V. The groups should discuss practical approaches to the topics in sections III and IV. The resource person may use case studies for illustration.

GROUP COUNSELING

OBJECTIVES:

I. To acquaint the trainees with rationales for using group counseling as one aspect in the implementation of an allied health careers counseling project.

II. To examine various methods of formulating groups.

III. To provide an opportunity for the trainees to enhance their understanding of group dynamics through participation in simulated and real group situations.

TIME:

Four to six hours.

RESOURCE PERSONNEL:

Special qualifications include training and/or experience in group counseling.

PROCESS:

I. The resource person should:

A. describe group counseling and its rationale;

B. discuss the relevance of group counseling in an allied health career counseling program; and

C. compare and illustrate the uses of group counseling with individual and multiple (more than one counselor) counseling.

II. The facilitator should review theories and rationales for various types of groups and discuss their applicability to minority.

Examples:

1. task-oriented groups
2. awareness groups

III. The facilitator should conduct a discussion on the purposes of groups.

Examples:

1. instructional
2. information dissemination
3. planning
4. personalizing social-personal issues
5. conflict resolution

IV. Discussion on formulation of groups should include the following topics:

A. Identification of potential group participants according to interests and issues.

Examples:

1. students
2. parents
3. teachers
4. counselors, and administrators

B. Group structuring:

1. size
2. membership
3. leadership

C. Establishment of goals for groups

D. Establishment of rules and regulations for conducting group activities.

V. Implementation of a series of activities that will require the trainees to work as a group or groups in conflict resolution, solving a problem or performing a task.

VI. Practical Experience:

Each participant should conduct

A. simulated individual and multiple group counseling sessions; and

B. Actual individual and multiple group counseling sessions with high school students and college freshmen (under the supervision of the facilitator and program staff).

INTERVIEWING

OBJECTIVES:

I. To familiarize trainees with techniques for interviewing.

II. To explore the various uses of interviewing as a tool in individual and group processes.

III. To enhance the trainees' awareness of the usefulness of interviewing as a factor in the implementation of an allied health career awareness program.

IV. To acquaint trainees with special considerations related to interviewing minority students.

TIME:

Two hours.

RESOURCE PERSONNEL:

Special qualifications include training and/or experience in counseling techniques, with emphasis on interviewing minority people.

PROCESS:

I. The facilitator should discuss situations in which trainees might be required to interview people.

Examples:

1. counseling sessions
2. classrooms
3. parent-teacher conferences

II. The resource person should discuss various types of interviews and techniques which are most appropriate in different situations.

Example:

Individual and group interviews utilizing question and answer and discussion techniques.

III. The facilitator should discuss the various uses of interviewing. This discussion should include, but not be limited to these topics:

A. the interview as a tool in the implementation of group processes

B. the interview as a research instrument

C. the interview as an evaluation tool

D. the interview as a critical factor in successful counseling

E. primary considerations for interviewers

Examples: 1. importance of follow-through, when a task-assignment is a part of the interview.

2. importance of candidly approaching the issues to be discussed in the interview

3. evaluating responses adequately.

IV. Interviewing and minority students

A. Student considerations

1. student expectations of interviewers and interviews

2. students' apprehensions about interviews

3. responses to interviewers

B. Interviewer's considerations

1. expectations of the student;

2. scope and objective of the interview;

3. shortcomings of the interviewer

V. Practical Experience:

Each participant should conduct:

A. Simulated interviews with other trainees acting as minority and low socioeconomic high school seniors;

B. Actual interviews of minority and low socioeconomic high school or college freshman students (under the supervision of the facilitator and program staff).

ASSESSMENT OF STUDENT CAPABILITIES AND COMPETENCIES

OBJECTIVES:

I. To familiarize the trainees with basic information about the major standardized tests used by secondary schools and colleges.

II. To examine the limitations of standardized tests as assessment instruments.

III. To discuss student attitude as an influencing factor on test results.

IV. To examine non-traditional assessment instruments as a means of evaluating students' competencies and potential.

V. To discuss the relationship of test results to career selection from the perspective of counselors, teachers, and students.

TIME:

Three hours.

RESOURCE PERSONNEL:

Special qualifications should include training and/or experience in the use of tests, and fundamental statistics; the ability to demonstrate an awareness of the built-in racial or cultural biases of standardized tests and the misuse of statistical data in determining the educational goals and limitations of minority and other low socioeconomic students.

PROCESS:

I. The facilitator should provide information about and discuss

the nature, purpose, and importance of assessment instruments in academic and career counseling.

II. The facilitator should review basic statistical terms and discuss the use of statistics in counseling.

III. The trainees should be given exercises which will enhance their understanding of how statistics are compiled, used, and abused.

IV. The following topics related to the assessment of student capabilities should be discussed:

A. the major types of tests used by educational institutions to assess competencies and capabilities

Examples: 1. IQ tests
2. Scholastic aptitude test
3. College Board Examination

B. the analysis and interpretation of test scores

C. the limitations of using standardized test scores as indicators of student competencies and potential

D. evaluation of grading systems

V. Special considerations for minority and other low socioeconomic students should be discussed, including:

A. the effect of student attitude toward test-taking on performance

B. biases in assessment instruments against minorities and others

C. the influence of student background and preparation on performance

D. the cultivation of test-taking skills

VI. The relationship of standardized testing to career education should be established.

VII. Whenever possible, the resource person should use films, articles, diagrams or other media tools to reinforce the discussions.

Examples:

1. Descriptive literature on standardized tests
2. "The IQ Myth", CBS Reports, narrated by Dan Rather, presented on July 7, 1975.
3. "IQ: The Myth of Measurability" The National Elementary Principal Vol. 54, No. 4, March/April 1975 (highly recommended).

CAREER DEVELOPMENT WORKSHOP

OBJECTIVES:

I. To acquaint trainees with theories of career development

II. To examine career development from a minority perspective

III. To acquaint trainees with a means of evaluating and facilitating the career development of minority and low socioeconomic students.

IV. To relate the career development concept to the problems of minority and low socioeconomic groups' participation in health careers.

TIME:

Three hours.

RESOURCE PERSONNEL:

Special qualifications include experience in educational counseling with adequate knowledge of career development, allied health professions, and the relationship of minorities and the disadvantaged to both of these areas.

PROCESS:

I. The facilitator should outline the objectives and format of the workshop.

II. The facilitator should distribute handouts as they relate to the objectives or topics under consideration.

III. The facilitator should provide information regarding:

A. concepts of career development to help the trainees develop their own definitions;

B. stages in career development; and

C. reasons for career development.

IV. The facilitator should conduct an inductive discussion to surface trainees' attitudes regarding some of the widely accepted approaches to career counseling, including:

A. trait factor theories;

B. sociology and career choices;

C. vocational choice and personality; and

D. self-concept.

N.B. Special aspects related to minority and low socio-economic groups' long range career development should be emphasized.

V. The presentation should be illustrated utilizing graphs, charts, and bibliographies related to the theories

VI. The facilitator should discuss the factors that affect the career development of minorities and other low socioeconomic groups.

VII. Question and answer period.

DEVELOPING AND IMPLEMENTING ACTIVITIES FOR AN ALLIED HEALTH CAREER AWARENESS PROGRAM

OBJECTIVES:

I. To examine the tasks of individuals with the responsibility for developing an allied health career awareness program.

II. To familiarize trainees with techniques which can be used in developing activities for an allied health career awareness program.

III. To provide an opportunity for trainees to contribute and develop their ideas about an allied health career awareness program.

TIME:

Variable

RESOURCE PERSON:

Special qualifications include experience and/or training in group facilitation, and knowledge of allied health professions.

PROCESS:

I. The resource person should encourage the trainees to indicate their ideas about the primary tasks of an individual with the responsibility for developing an allied health career awareness program.

II. These ideas should be recorded, then ranked according to importance.

III. The resource person should discuss the impact of attitudes and problems which were brought out in previous discussions on the develop-

ment and implementation of allied health career awareness programs.

IV. Tasks involved in the development of an allied health career awareness program should be examined. The resource person should illustrate and clarify this discussion when necessary with publications, charts, and diagrams. The following topics should be included in this discussion:

A. methods of attracting students to the program;

B. requirements for student participation in the program;

C. how to effect changes in stereotype attitudes of teachers and students toward allied health careers, and preparation for such careers; and

D. assessing needs of the trainees' working environments, in relation to program implementation. The factors and areas to be assessed should include:

1. the trainees' personal capabilities and deficiencies
2. the resources in the school where the trainees work;
3. the students' environments: home, school, and recreational;
4. community resources;

Examples: 1. Allied Health Career Clubs
2. field trips
3. guest speaker series and role models

E. continued professional development of the trainees

1. active membership and involvement in professional organizations;

2. keeping up with the literature and research in education, and allied health career counseling;

F. helping students obtain placements in training programs as volunteers or paid employees in an environment which will expose them to allied health professions;

Example:

Write letters on students' behalf.

G. research of various environments and employment settings which offer programs compatible with students' needs and capabilities; and

H. developing and maintaining a current resource book for referrals of people, activities, and other resources.

SELECTED ACTIVITIES INVOLVED IN PROGRAM IMPLEMENTATION

1. Recruitment & Retention
2. Tutorial Services
3. Audio-visual Aid Utilization in Information Dissemination
4. Peer Interaction
5. Considerations in Developing A Relevant Science and Mathematics Curriculum

RECRUITMENT AND RETENTION

OBJECTIVES:

I. To develop an increased awareness of recruitment and retention techniques.

II. To provide guidelines for designing and implementing recruitment and retention programs.

III. To provide resource materials for future reference.

TIME:

Three hours.

RESOURCE PERSONNEL:

Special qualifications include expertise in the design and implementation of minority and low socioeconomic group recruitment and retention programs. (It may be necessary to have two (2) resource persons, one for recruitment and the other for retention).

PROCESS:

I. The facilitator should discuss:

A. Recruitment

1. definition of recruitment
2. methods of recruitment
3. problems associated with recruitment
4. follow-up procedures

B. Retention

1. definition of retention
2. designs for retention programs
3. problems associated with retention programs

4. special considerations and extenuating situations for certain students

5. agencies supportive of retention programs.

II. Recruitment of minority and low socioeconomic students

A. Institutional obstacles

B. Student concerns

1. reaction to recruiting strategies

2. benefits promised by recruiters

3. geographic location of schools

4. community response to the presence of minority and low socioeconomic students

C. Faculty concerns

III. Retention of minority and low socioeconomic students

A. Identification of academic potential

B. Motivating factors

C. Financial assistance

D. Career counseling

E. Academic reinforcement

Examples:

1. group study

2. tutoring - faculty and peer

3. peer assistance

IV. Question and answer

V. Suggested activities:

A. Role-playing to translate the theoretical discussion into a practicum

B. Exercise in recruitment and retention program design

TUTORIAL SERVICES

OBJECTIVES

I. To explain the rationale for the use of tutoring

II. To familiarize the trainees with various approaches to tutoring

III. To help trainees determine when and how to use tutorial services in their employment settings.

TIME:

Two hours

RESOURCE PERSONNEL:

Special qualifications should include experience in implementing a tutorial program

PROCESS:

I. The facilitator should discuss these topics:

A. a definition of tutoring;

B. justification for tutorial services; and

C. approaches to tutoring.

II. The trainees should discuss situations in their school settings where tutorial programs would be useful.

III. The group should discuss the following factors involved in setting up a tutorial program.

A. Personnel

1. teachers

2. students

3. community

B. Financial requirements

C. Administrative procedures

D. Procedure for getting students into the program

E. Goals and objectives

F. Evaluation

IV. The facilitator should lead a discussion on the merits and initiation of peer tutoring programs.

AUDIO-VISUAL AID UTILIZATION AS A TOOL FOR INFORMATION DISSEMINATION

OBJECTIVES:

I. To demonstrate how audio-visual aids can be used to:
   A. extend the range of knowledge of a subject;
   B. reinforce information presented in other forms; and
   C. introduce new subjects, concepts, etc.

II. To demonstrate the use of audio-visual aids as evaluation tools, e.g., videotaping trainee practicum sessions.

PREPARATION:

I. Identify relevant audio-visual materials.

II. Secure selected materials well in advance of presentation

Examples of Sources:

   A. Public libraries
   B. Educational institutions
   C. Film producing companies
   D. Television networks

III. Secure audio-visual equipment; check working condition of equipment.

IV. Evaluate audio-visual material
   A. Preview the films
   B. Determine potential effectiveness in meeting activity objectives.

PHYSICAL SETTINGS:

I. Room adequately equipped for audio-visual equipment

II. Seats arranged for best possible viewing

RESOURCE PERSONNEL:

Special qualifications include experiences and background relevant to instructing the use of audio-visual aids.

PROCESS:

I. Make certain that materials are ready for presentation
   A. Properly position the materials and equipment.
   B. Clear view for audience
   C. Supportive materials, e.g., pointer, within reach
   D. Distribution of relevant handouts

II. Preview and evaluation of the types of media to be presented

III. Discuss the rationale and use of multimedia and audio-visual presentations.

IV. Compare the effectiveness of different media

V. Presentation of the audio-visual aid

VI. A discussion of the audience's reaction should follow the presentation, including an evaluation of the audio-visual aid.

PEER INTERACTION

OBJECTIVES:

I. To define and provide information on peer interaction as an aspect of tutoring, counseling, and recruitment.

II. To identify situations in which peer interaction can be used.

TIME:

One to one and a half hours.

RESOURCE PERSONNEL:

Special qualifications include expertise in the development and use of peer interaction as an aspect of tutoring, counseling, and recruitment programs.

PROCESS:

I. The facilitator should:

A. describe peer counseling and/or interaction

B. discuss its potential function in an allied health careers counseling program

C. examine peer counseling and/or interaction as an aspect of:

1. tutoring
2. counseling
3. recruitment

D. provide examples of situations, where peer counseling and/or interaction might be used effectively.

Example: A chemistry course is a requirement for many of the allied health programs. The local high school does not require this course for

graduation, consequently, many students, who have expressed an interest in health careers have not taken the chemistry course because they heard it was too difficult. A science teacher organized a group of students who had successfully completed the course to discuss the concerns of those students who were apprehensive. This was one aspect of his strategy to encourage more students to take the course as part of their preparation for entry into certain allied health careers.

II. The group should discuss the potential for peer interaction as a programmatic activity in their individual school settings.

CONSIDERATIONS IN DEVELOPING RELEVANT MATHEMATICS AND SCIENCE CURRICULA

OBJECTIVES:

I. To examine the types of problems that occur when designing science curriculum for minority and low socioeconomic students.

II. To examine the assumption that only the "bright" students major in science.

III. To encourage the trainees to counsel more minority and low socioeconomic students into science courses.

IV. To inform trainees about means to develop relevant science curricula.

TIME:

Two to three hours.

RESOURCE PERSONNEL:

Special qualifications include experience in developing high school science and mathematics, a familiarity with factors which encourage minority and low socioeconomic students to take science and mathematics courses, a sensitivity to the practice, by some counselors and teachers of discouraging minority and low socioeconomic students from taking science and mathematics courses.

PROCESS:

I. The resource person should separate the trainees into groups--one group of science teachers, the other of counselors.

II. The resource person should facilitate discussions including:

A. teachers' or counselors' views on the nature of the problem of the low number of minorities and low socioeconomic groups in allied health and science;

B. origin of the problems;

C. step-by-step analysis of each factor;

D. relevancy and curriculum

E. ways to include motivating factors in the curriculum; and

F. involvement of the community as a laboratory.

III. The counselors and science teachers should rejoin to form one group.

IV. The resource person should explain step-by-step approaches to science curriculum development.

V. Discussion on approaches to increasing minority and other low socioeconomic groups participation in science to include (although not limited to):

A. counseling;

B. tutoring - teachers and students;

C. field trips to community facilities and relating the trips to classroom activities;

D. role models; and

E. science and health clubs.

CLINICAL EXPOSURE TO SELECTED ALLIED HEALTH PROFESSIONS

1. Dental Hygiene
2. Dietetics
3. Physical Therapy
4. Medical Laboratory Professions
5. Radiological Technology
6. Health Care Administration
7. Medical Records Administration

CLINICAL EXPOSURE

Rationale:

Counselors and teachers must know the occupations available, tasks performed, training required, and salary ranges to aid students in making a career selection in the allied health field.

Purpose:

The clinical exposure is designed to provide the trainees with first-hand experience of where and how allied professionals actually discharge their duties.

EXPOSURE TO CLINICAL ASPECTS OF ALLIED HEALTH PROFESSIONS

The basic components for clinical exposure are an orientation to the clinical facility, a description of the participating allied health professions, and observations and participation in the actual tasks performed by the professionals.

The allied health professions in this manual were selected because they are representative of those that are usually available in most health care facilities. Other professions may be added or those selected may be deleted in relation to their applicability to the facilities and resources of various training programs.

OBJECTIVES:

I. To introduce the trainees to the facilities which are part of the health care system and to the occupations within those facilities.

II. To acquaint the trainees with the specific tasks associated with the various occupations.

III. To provide the trainees with an opportunity to observe first-hand the routine of various allied health professionals.

IV. To provide the trainees with the following:

A. an overview of the specific health profession as it relates to the total health care delivery system;

B. a description of the specific health careers;

C. academic requirements and training for professional status;

D. potential scholarship and financial assistance within each profession; and

E. roles of professional organizations and their affiliations.

V. To make the trainees aware of the clinical significance of each health profession in the diagnosis and treatment of patients.

PREPARATION:

I. The resource person in each department or health field should notify the staff that the trainees will observe their routine.

II. Sample testing, radiographs, etc. should be prepared and set-up.

III. Resource person should obtain permission from patient for trainees to observe treatment.

TIME:

A minimum of fifteen hours for the two allied health professions chosen for concentration.

Variable for the other health professions.

PHYSICAL SETTING:

The work settings of the various health professionals (e.g., laboratory, food preparation area, etc.)

MATERIALS:

The materials should be determined by the resource person.

RESOURCE PERSON:

Special qualifications include certification or licensure as a practicing professional in his/her field; a comprehensive knowledge of the entry requirements, career ladder, financial assistance opportunities, professional schools, professional organizations, and current trends in his/her field.

PROCESS:

I. The resource person should discuss:

A. a description of the field;

B. how the field relates to others in the health care delivery system;

C. the career ladder in the field;

D. entry requirements;

E. professional schools;

F. financial assistance opportunities;

G. professional organizations;

H. professional course requirements, explaining the internship if applicable; and

I. possible career changes within the health field with advanced training, e.g., medical technologists to medical microbiologist or M.D.

II. A tour of the work setting should be provided. Special considerations include:

A. explanation and demonstration of equipment including principles underlying their use.

B. interaction with staff; and

C. observation of a health professional at work.

III. A question and answer period.

IV. Film presentation:

A. to further illustrate the routine of the health profession;

B. to emphasize special features; and

C. to provide an opportunity to present activities not available at the training site.

V. Special activities for some health professions:

Module I:	Dental Hygiene
Module II:	Dietetics
Module III:	Physical Therapy
Module IV:	Medical Laboratory Professions
Module V:	Radiological Technology
Module VI:	Health Care Administration
Module VII:	Medical Records Administration

VI. Evaluation

MODULE I: DENTAL HYGIENE

SUGGESTED ACTIVITIES:

I. General overview of oral conditions treated by the hygienist

II. Demonstration of dental examination techniques

A. The resource person should have the trainees observe the routine of a dental hygienist examining and cleaning a patient's teeth.

B. The resource person should have dental hygienists examine and clean the teeth of the trainees.

III. Trainees' performance of self-examination

A. To become acquainted with the function of the tools and equipment.

B. To become acquainted with the function of certain dental hygiene procedures.

IV. Test trainees' awareness of the terminology used in dental hygiene

MODULE II: DIETETICS AND NUTRITION

SUGGESTED ACTIVITIES:

I. General overview of routine

II. Panel of dietitians and nutritionists

A. To provide the trainees with a view of the various employment setting possibilities

B. To conceptualize "career ladder" theory

C. To make the trainees aware of the relationships of various careers possible in the fields

III. Case-study sessions (Diet Design)

A. To enhance the trainees' awareness of the therapeutic aspect of dietetics/nutrition

B. To provide an exercise in diet design

C. To illustrate to the trainees the relationship of dietetics/nutrition with the work of other health professions

IV. Food preparation session

To provide an opportunity for the trainees to prepare foods selected for personal diets

1. Each trainee's selection should be evaluated by a dietitian/nutritionist.
2. An opportunity should be provided for trainees to apply information discussed in the session.

MODULE III: PHYSICAL THERAPY

SUGGESTED ACTIVITIES:

I. Explanation of physical therapy techniques and procedures

II. Demonstration of: (with trainees as patients, if possible)

A. ultrasonic equipment;

B. muscletone exercises;

C. ambulatory aid adjustment procedures;

D. hydrotherapy;

E. thermotherapy; and

F. other physical therapy procedures

III. Observation of a physical therapist working with a patient

IV. Case-study sessions

A. To have the trainees design treatment for various patient conditions

B. To provide an opportunity for trainees to apply principles discussed in the session

MODULE IV: MEDICAL LABORATORY

SUGGESTED ACTIVITIES:

I. Explanation of medical laboratory techniques and procedures

II. Demonstration (with trainee participation) of:

A. urinalysis;

B. serological and hematological procedures

C. microscopic examinations and bacteriological, parasitological, etc. techniques

D. other laboratory routines, biochemical tests, histology, management and administrative functions.

III. Discussion and demonstration of electronic equipment, and the principles underlying its use.

IV. Case-study sessions to provide an opportunity for trainees to determine testing procedures needed for a given condition.

MODULE V: RADIOLOGICAL TECHNOLOGY

SUGGESTED ACTIVITIES:

I. Explanation of X-ray techniques and procedures

II. Demonstration of various types of radiographs used in X-ray technology

III. Demonstration of how to use X-ray equipment using a trainee as a patient

IV. Discussion of diagnostic radiology vs. therapeutic radiology

V. Case-study session to show the trainees how to determine various conditions by studying radiographs

VI. Discussion of safety precautions in radiology

MODULE VI: HEALTH CARE ADMINISTRATION

SUGGESTED ACTIVITIES:

I. Individual trainees (or small groups) should spend three to six hours with a hospital administrator to become acquainted with the hospital administrator's functions.

II. Individual trainees (or small groups) should spend three to six hours with administrators of other types of health care facilities, e.g.,

A. clinics,

B. health maintenance organizations (HMOs),

C. nursing homes, and

D. extended care facilities.

MODULE VII: MEDICAL RECORDS ADMINISTRATION

SUGGESTED ACTIVITIES:

I. Explanation of medical records administration procedures

II. The trainees should participate in such activities as:

A. management, principles, and functions

B. information storage and retrieval

C. health records, content, format, and documentation

D. health information systems

E. legal aspects

F. health statistics, collection and display

G. personnel administration

III. Discussion of use of computers in medical records administration

PRACTICAL APPLICATION

PROGRAM DESIGN AND
IMPLEMENTATION

PRACTICUM

PRACTICAL APPLICATION

Rationale:

This section should be designed to give the trainees the opportunity for a supervised comprehensive practicum in which they will utilize the assisting, skills and information they acquired during the training session. The practicum should provide the opportunity for the trainees to demonstrate that they can effectively counsel, and communicate information about allied health professions to students.

Purpose:

The sessions should be held to assist the trainees design their own awareness programs for allied health. The practicum should provide an avenue for the trainees to utilize assisting skills and basic allied health information acquired in the training program.

PROGRAM DESIGN AND IMPLEMENTATION PLANNING

OBJECTIVES:

I. To have the trainees apply the previous weeks' activities to design a functional program which should include:

A. information - dissemination systems,

B. recruitment strategies,

C. counseling techniques to be used,

D. faculty and staff involvement at their respective schools,

E. liaison plans between high schools and colleges,

F. follow-up procedures, and

G. evaluation

II. To have the trainees devise means to implement these programs at their respective schools

IV. To have the trainees discuss concerns specific to each of their schools

TIME:

Variable

RESOURCE PERSONNEL:

Special qualifications include experiences and training in program design. [Training program staff]

PROCESS:

I. The facilitator should explain to the trainees the procedure for step-by-step program design and implementation, keeping the following in mind:

A. information dissemination techniques,

B. recruitment strategies,

C. counseling techniques,

D. faculty involvement,

E. evaluation, and

F. specific activities, emphasizing goals, objectives and rationale.

II. Trainees should have question and answer session for clarification of procedure.

III. Trainees should follow the procedure in accomplishing the task with assistance from the facilitator.

IV. Trainees should prepare a written report of their program design and implementation plans.

V. Trainees should discuss and evaluate each other's plans.

VI. Facilitator should critique the designs and make suggestions for improvements.

PRESENTATION OF PROGRAM DESIGN

OBJECTIVES:

I. To present the specific plans designed by the trainees.

II. To have the plans evaluated by resource persons and training staff

III. To finalize the program design and implementation plan.

(The conducting agency should make the trainees aware of the activities that they are expected to perform as a result of the training program).

PREPARATIONS:

Trainees should have completed the preparation of their program design and implementation plans.before presentation.

TIME:

Variable.

RESOURCE PERSONNEL:

Special qualifications include training in program design and implementation. [Training Program Staff]

PROCESS:

I. Trainee and facilitators should meet to finalize reports and format of the presentation.

II. At a specified time, the trainees should rejoin to the larger group.

III. The trainees should present their program designs and implementation plans.

IV. Group discussion should include:

A. the possible effectiveness of the plans; and

B. utilization of training program - activities, resources, and materials

V. Evaluation by the staff

PRACTICAL EXPERIENCE

OBJECTIVES:

I. To provide an opportunity for the trainees to apply the clinical and didactic experiences of the training program.

   A. To reinforce the seminars through application.

   B. To develop the practical knowledge obtained through the seminars and observation sessions.

II. To provide an opportunity, through observation of an actual presentation, to evaluate the trainees' ability to execute the content of the seminars and observation sessions.

TIME

Variable.

PREPARATION:

I. The trainees, individually or in small groups, in consultation with the staff should design presentations using the contents of the training sessions as guidelines (the staff should assign different careers to each trainee).

II. The training staff should predetermine the audience, physical setting, time, and other preparatory factors.

III. Videotaping equipment should have been obtained, inspected, and set-up in the setting before the presentations.

IV. Materials (charts, posters, handouts, etc.) should have been obtained and evaluated at least one day in advance.

PROCESS:

I. The training site staff should introduce the trainee and state the overall purpose of the presentation.

II. The trainee should obtain some general knowledge about:

A. the group's composition; and

B. the group's level of awareness of the allied health field.

III. The trainee's presentation should include:

A. rationale for entry into an allied health field;

B. general overview of allied health careers;

C. a list of resources for further information; and

D. detailed information about a given field.

IV. A question and answer period should be provided

V. Evaluation of practicum

A. Videotapes of the presentation should be previewed by the trainee (presenter) and staff for evaluation and later that evening it should be shown to the whole group to critique.

B. The critique should focus on the effectiveness of the presentation and should include:

1. suitability of audio-visual aids;
2. application of techniques demonstrated in training program;
3. projection of self (trainee); and
4. clarity of presentation.

APPENDIX A

Example of a Trainee's Practicum Design

and Student Evaluation

ALLIED HEALTH CAREER PRESENTATION
TENTATIVE TIME TABLE

Time Period - 60 Minutes

1. Introduction - 7 Minutes
2. Rationale for entry into Allied Health Career Field - 5 Minutes
3. General Overview of Careers in the Allied Health Field - 20 Minutes
4. Tennessee State United Allied Health Programs and Allied Health Career Information Resources - 4 Minutes
5. Questions and Answers - 10 Minutes
6. Evaluation and Follow-up Questionnaire - 14 Minutes

ALLIED HEALTH CAREERS PRESENTATION

I. Purpose and Objectives

The purpose of the Allied Health Careers presentation to the Tennessee State University biology class is to develop a beginning level awareness and interest in the allied health career field. Assuming that very few of the college students have been exposed to the various multi-level and task oriented health careers, the following objectives for the presentation have been developed.

1. To assess, on a limited basis, the level of student awareness and interest in the allied health career field.
2. To provide a rationale for students to consider the allied health career field as an area of educational and career choice.
3. To provide a beginning exposure to the field of allied health through the utilization of various media.
4. To obtain, on a limited basis, data to be utilized for future recruitment follow-up.

II. Composition of Groups

The student enrollment in the biology class is approximately thirty (30) students who are freshmen and sophomore level students. These students are non-biology majors.

III. Techniques and Methods To Be Utilized

A. Introduction

The presentor will introduce himself and state purpose of presentation. A definition of allied health care careers

will be given. Several general questions will be asked in order to obtain some general knowledge about the student group's composition, level of awareness of the allied health career field, interest level and to facilitate initial discussion and participation by student participants.

Media to be utilized:

a. Overhead projector - definition of allied health printed on the transparency.

b. Poster Board Charts - general questions printed

B. Rationale for entry into Allied Health Career Field

A brief overview of the (1) status of minority and low socioeconomic group health care in the United States; (2) factors that have inhibited students from choosing careers in the allied health field; and (3) trends in the Health Care System.

Media to be utilized:

Poster Board Chart will provide:

1. Statistical facts to illustrate the status of minority health care;
2. Trends in health care; and
3. Factors inhibiting choice of a career in the allied health field.

C. General Overview of Careers in the Allied Health Field

Various media will be utilized to present various multi-level and task oriented health careers to the students. The presenter will illustrate the relationship

between a few majors chosen and the corresponding allied health field. The concept of a career ladder will be introduced. Various health employment settings will be introduced.

Media to be utilized:

a. Slide-Cassette Presentation - Health Power to People, 1972, 12 min. (film was created in (Nashville) Distributors: Tennessee Health Careers; gives an overview of 30 to 40 health careers.

b. Poster Board Charts - (1) Career Ladder depicting various educational levels, titles, and tasks based on education, training, and employment settings.

Example - Social Work.

c. Overhead Projector - Transparency of Glossary of Occupational Titles (prepared by the U.S. Department of HEW) will be utilized to illustrate how various majors and career choices of student participants can be utilized in the allied health field; example: Social Work - Medical Social Work or Psychiatric Social Work.

d. Handouts: (1) Glossary of Occupational Titles; (2) In Careers For the Now Generation; (3) leaflets describing specific allied health careers; (a) Physical Therapist; (b) Air Pollution Control Technician; (d) Biochemist; (3) Radiological or Radiation Health Physicist.

D. Tennessee State University Allied Health Program and Allied Health Career Information Resources

A brief description of the three allied health programs and one affiliated program will be given. A list of informational resources for more detailed information on various health careers will be provided.

Media to be utilized:

a. Poster Board Charts: (1) 4 Tennessee State University Allied Health Programs; (2) Informational Resources

b. Handouts: Health Care Administration and Planning Program brochure.

E. Question and Answer Period

A brief period will be utilized to answer specific questions by student participants.

IV. Evaluation and Follow-up

A one page questionnaire will be distributed to students in order to ascertain the following information:

a. effectiveness of presentation,

b. personal student data, and

c. student's interest in follow-up activities

INTRODUCTORY QUESTIONNAIRE
ALLIED HEALTH CAREERS PRESENTATION

1. How many students' majors and career choices are in the following categories:

MAJORS		CARIER CHOICES	
a.	Social Sciences_____	Teacher	_____
b.	Liberal Arts _____	Social Welfare	_____
c.	Business _____	Health	_____
d.	Agriculture _____	Business	_____
e.	Engineering_____	Lawyer	_____
f.	Other_____	Other	_____

2. How many students like
   a. Science
   b. Math Yes_____ No_____ Neutral _____
   c. Health Education Yes_____ No_____ Neutral _____

3. How many students have ever considered the field of medicine and health as a career choice?

   Yes_____ No _____

4. Why did you choose your present major?
   a. Interest in subject_____
   b. Make above average grades in subject _____
   c. Major will lead to an adequate salaried career _____
   d. Counselor/Advisor influenced decision _____
   e. Family influenced decision _____

5. How do you rate your knowledge about allied health careers?
   a. Excellent_____ c. Fair _____
   b. Good_____ d. Poor _____
   e. None_____

6. How many students have some knowledge about the following careers?
   a. Medical Technologist_____
   b. Dental Hygienist _____
   c. Speech Therapist _____
   d. Medical Illustrator _____
   e. Nurse Mid-Wife _____

STUDENT QUESTIONNAIRE
ALLIED HEALTH CAREERS PRESENTATION

Instruction: (1) Fill in the Blanks or (2) Circle the appropriate numerical rating: Excellent - 5; Good - 4; Average or Fair - 3: Poor - 2; None - 1; or (3) Circle the appropriate answer.

I. Personal Data:

A. Major_____
B. Minor_____
C. Age_____
D. College Level: Fresh. Soph. Jr. Sr.
E. My experiences with Science: 5 4 3 2 1
F. My experiences with Math: 5 4 3 2 1
G. In the past, did you consider a career in the health field?
Yes_____ No_____
H. Rate your counseling experience:
1. High School 5 4 3 2 1
2. College 5 4 3 2 1

II. Evaluation of Allied Health Careers Presentation

A. Knowledge of Allied Health Careers Field before the presentation:
5 4 3 2 1
B. My knowledge increased after the Allied Health Careers presentation:
Greatly___ Some___ Little_____ None_____
C. The slide presentation was 5 4 3 2 1
D. The presenter was 5 4 3 2 1
E. What areas would you have wanted more information_____
_____

III. Future Follow-up	Yes	No
A. I am interested in learning more about the allied health career field.	Y	N
B. I am willing to participate in the following in order to learn more about the health field:		
1. Group counseling sessions	Y	N
2. Individual counseling	Y	N
3. TSU sponsored Allied Health Careers Workshop	Y	N
C. Presentations to biology classes should be continued.	Y	N
D. High school counselors should have more knowledge about allied health carecrs.	Y	N

APPENDIX B

Samples of Program Evaluation Tools

Section A

PRECONFERENCE QUESTIONNAIRE

Below are statements by two youths. Please read through each statement carefully. Assume that the individual has made the statement to you. Then, from any frame of reference you choose, indicate how you would counsel or advise the student. Be very specific. Actually design a complete procedure which you might conceivably use were you actually faced with the problem.

1. Statement by a sixteen year old male:

"The thing that is most difficult for me to understand, and the scariest, too, is that I really don't know what to do with my life. I know what people expect me to do. They want me to become a teacher like dad. I really don't have any objection to teaching. It just seems like there ought to be more for me. Like, I really want to think I have a little bit more to contribute. I'm going to college, but this is the most frightened I've ever been. I'm scared that I still won't know what to do after I've wasted two years and all that money. College is just too expensive to waste time on."

2. Statement of an eighth grade Black female:

"I really haven't thought very much about what I'll do for a career. I've got plenty of time to do that. I've heard most colleges don't really care if you have a major when you get there as a freshman. I'll probably go into Dentistry or Nursing or something like that. Those are decisions I can make much later. The immediate problem is to map out my courses in high school for the next four years. I want to take a language, and some music, for sure. I only want to take the minimum amount of math and science required to graduate from high school. I've heard you can pick up all those hard courses in your first year of college."

PRECONFERENCE QUESTIONNAIRE

This conference is designed to provide you with information which will help you in formulating some ideas about the problems of recruiting, advising or counseling minorities and disadvantaged students into the health professions. Before coming to the conference, we would like for you to formulate your perceptions of the problems and their solutions. Please provide candid responses to the following questions:

1. Define the problems as you perceive them.

2. Provide what you see as solutions to the problems.

3. Below are listed some possible barriers which prevent minorities from entering the Allied health professions. Read through the list and check the three which you think have the most influence on minorities not entering the Allied health professions. Once you have chosen three decide which one is most influential and place the number One (1) beside the item, the number Two (2) beside the second, and the number Three (3) beside the third.

If you know of other barriers add them under others and rank them just as above.

Minorities do not enter the health professions because of:

_____a. Fear of science.

_____b. Lack of adequate educational background to meet entrance requirements.

_____c. Lack of adequate information on these areas.

_____d. Lack of financial support.

_____e. Institutional barriers.

_____f. Lack of encouragement from home.

_____g. Lack of encouragement from teachers and counselors.

_____h. Lack of inner motivation.

_____i. Other (specify)_____

_____j. Other (specify)_____

_____k. Other (specify)_____

PRECONFERENCE QUESTIONNAIRE

Identify as many areas as you can which fit under the heading Allied Health Professions. Place a check in the box beside those fields in which you feel you are competent to counsel students.

[ ] 1. _____

[ ] 2. _____

[ ] 3. _____

[ ] 4. _____

[ ] 5. _____

[ ] 6. _____

[ ] 7. _____

[ ] 8. _____

[ ] 9. _____

[ ] 10. _____

[ ] 11. _____

[ ] 12. _____

[ ] 13. _____

[ ] 14. _____

PRECONFERENCE QUESTIONNAIRE

Indicate for each of the health careers listed below, the competence level which you have in counseling students.

	No Competence 1	2	Average Competence 3	4	5	High Competence 6	7
Physical Therapist							
Respiratory (Inhalation) Technician							
Respiration (Inhalation) Therapist							
Health Care Administrator							
Optometrist							
Dental Hygienist							
Certified Laboratory Technician							
Medical Technologist							
Cytotechnologist							
Dietician							
Medical Record Technician							
Medical Record Administrator							
Occupation Therapist							
Radiologic Technologist							
Pharmacist							

ON-GOING SEMINAR EVALUATION

1. What positive things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

2. What negative things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

ON-GOING CLINICAL EVALUATION

1. What positive things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

2. What negative things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

Section C

POST CONFERENCE QUESTIONNAIRE

Below are statements by two youths. Please read through each statement carefully. Assume that the individual has made the statement to you. Then, from any frame of reference you choose, indicate how you would counsel or advise the student. Be very specific. Actually design a complete procedure which you might conceivably use were you actually faced with the problem.

1. Statement by a Black college freshman:

"When I decided to go to college, I was so sure that I knew what I wanted to do. I even declared a major in chemistry during my first quarter. I haven't done that badly. In fact, you might as well know, I've done quite well. For that matter, I've always done well in science and math. The problem is that if I do decide to get a degree in one of them, I don't know what I'll do with it when I finally do graduate. I used to think I might go into medicine or dentistry, but the older I get the further off that possibility gets. It would be great to be able to go to medical school. I just don't think I can wait ten or twelve years to start earning a living. Anyway, I really don't know that much about either one of them. Maybe I'll go to law school or something."

2. Statement of a Black college junior:

"Well, you see, here's my problem. I've got one more year to go in school. I'll graduate with a 3.5 accum' and a major in microbiology. I've applied to medical school and have not been accepted. If I can't get into medical school, then I've wasted three years of my life."

POST CONFERENCE QUESTIONNAIRE

List the three areas which you consider to be most significant in the failure of minorities to enter the health professions.

Most Significant 1._____

Second Most Significant 2._____

Third Most Significant 3._____

A. Below indicate how you feel about your experiences of the past four weeks. Respond in such a way as to indicate the direction and degree of your feelings on each of the processes.

1. The seminar topics were,

very irrelevant 3 2 1 0 1 2 3 very relevant

2. The seminar presenters were

poor 3 2 1 0 1 2 3 excellent

3. The conference was,

poorly organized 3 2 1 0 1 2 3 well organized

4. The conference setting was,

poor 3 2 1 0 1 2 3 excellent

5. The materials passed out were

irrelevent 3 2 1 0 1 2 3 very relevant

6. The ISE staff was,

not helpful 3 2 1 0 1 2 3 very helpful

7. My accommodations were,

poor 3 2 1 0 1 2 3 excellent

POST CONFERENCE QUESTIONNAIRE

B. Complete the following items by indicating the direction and degree of your feelings about them. Circle the number which best expresses your feelings.

1. There is not very much that a teacher can do to motivate students to enter one profession over another.

strongly disagree 3 2 1 0 1 2 3 strongly agree

2. This conference provided me with specific information on how I can establish a program for recruiting minorities into the health professions.

strongly disagree 3 2 1 0 1 2 3 strongly agree

3. I have gained some very definite ideas about the problems which minorities face in entering the health professions.

strongly disagree 3 2 1 0 1 2 3 strongly agree

4. The failure of minorities to attempt to enter the health professions is primarily related to a fear of failure

strongly disagree 3 2 1 0 1 2 3 strongly agree

5. There is very little which can be done to change the psychological set which minorities have regarding the difficulties of entering the health professions.

strongly disagree 3 2 1 0 1 2 3 strongly agree

6. Using the mechanism of "group interaction" is an extremely effective way of counseling students about entry into the health professions.

strongly disagree 3 2 1 0 1 2 3 strongly agree

POST CONFERENCE QUESTIONNAIRE

For each of the seminar sessions please state:

1. What positive things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

2. What negative things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

For each of the clinical sessions please state:

1. What positive things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

2. What negative things stick in your mind about the presentation?

   a. _____

   b. _____

   c. _____

POSTCONFERENCE QUESTIONNAIRE

Indicate for each of the health careers listed below, the competence level which you have in counseling students.

	No Competence 1	2	3	Average Competence 4	5	High Competence 6	7
Physical Therapist							
Respiratory (Inhalation) Technician							
Respiration (Inhalation) Therapist							
Health Care Administrator							
Optometrist							
Dental Hygienist							
Certified Laboratory Technician							
Medical Technologist							
Cytotechnologist							
Dietician							
Medical Record Administrator							
Occupation Therapist							
Radiologic Technologist							
Pharmacist							

APPENDIX C

Selected References

Allied Health Professions
Allied Health Films

REFERENCES ON ALLIED HEALTH PROFESSIONS

Coombs, A.W., D.L. Avila and W.W. Purkey. Helping Relationships: Basic Concepts for the Helping Professions. Allyn Bacon, Inc., 1974

Kinsinger, Robert E., Ed. Career Opportunities for Technicians and Specialists. Chicago: T.G. Ferguson Publishing Company.

Odgers, Ruth F. and Burness G. Wenberg. Introduction to Health Professions. C.V. Mosby Co., 1972.

*Sweezy, Eldon E. et al. Feasibility Study of a Voluntary National Certification System for Allied Health Personnel. Supported by the Division of Associated Health Professions, Bureau of Health Resources Development, HEW. Published by the Institute of Public Administration. 1974.

Allied Health Education Programs in Junior Colleges, 1970. Compiled by Junior Colleges, Contract No. NIH 70-4125. U.S. Department of Health, Education and Welfare, Public Health Service, National Institutes of Health, Bureau of Health Manpower Education, Division of Allied Health Manpower. DHEW Publication No. (NIH) 72-163.

*Allied Health Programs in Senior Colleges. Compiled by Association of Schools of Allied Health Professions, Contract No. NIH 70-4125. U.S. Department of Health, Education, and Welfare. DHEW Publication No. (NIH) 73-24.

Glossary of Health Occupation Titles. American Society of Allied Health Professions. Under contract with Division of Manpower Intelligence, Bureau of Health Manpower Education, National Institutes of Health, Department of Health, Education, and Welfare, 1974.

Health Careers Guidance Manual. Health Careers Guidance Clinic, College of Allied Health Sciences, Thomas Jefferson University, Philadelphia, Pennsylvania 19107, 1974.

Health Careers Guidebook, U.S. Department of Labor, Manpower Administration. U.S. Department of Health, Education and Welfare, National Institutes of Health. Prepared in cooperation with the National Health Council, 1972. Stock No. 2900-0158.

Health Manpower - An Annotated Bibliography. Division of Career Information, Bureau of Public and Community Relations. American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611, 1973.

*Health Manpower Source Book - Section 21, Allied Health Manpower, 1950-80. U.S. Department of Health, Education, and Welfare. Public Health Service, National Institutes of Health. Bureau of Health Professions Education and Manpower Training. PHS Publication No. 263, Section 21.

*Health Resources Statistics - Health Manpower and Health Facilities, 1972-73. Library of Congress Catalogue No. 66-62580.

*Occupational Outlook Handbook, 1974-75. U.S. Department of Labor, Bureau of Labor Statistics.

*Technology and Manpower in the Health Service Industry, 1965-1975, U.S. Department of Labor Statistics.

*Technology and Manpower in the Health Service Industry, 1965-1975. U.S. Department of Labor, Manpower Administration.

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*Available through Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

ALLIED HEALTH PROFESSION FILMS

Allied Health Professions - General

A Matter of Opportunity, 1970
27 minutes, black and white. Special interest to Black students.
Source: American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Careers: Health Services, 1970
11 minutes, color
Source: Doubleday Multimedia
1371 Reynolds Avenue
Santa Ana, California 92705

Careers in the Allied Health Services, 1971
26 minutes, color
Source: American Personnel and Guidance Association
Film Department
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Code Blue, 1971
27 minutes, color
Special interest to minority students.
Source: American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Forum on Black Health #1, 1970
20 minutes, black and white.
Special interest to Black students.
Source: Medical Opportunities Program
845 South Damen Avenue
Chicago, Illinois 60612

Forum on Black Health #2, 1970
30 minutes, black and white
Special interest to Black students.
Source: Medical Opportunities Program
845 South Damen Avenue
Chicago, Illinois 60612

Health Careers, 1956
13 minutes, black and white, sound, 16 mm
Source: National Health Council
1740 Broadway
New York, New York 10019

Horizons Unlimited, 1967
28 minutes, color and sound, 16 mm
Source: American Medical Association Film Library
535 North Dearborn Street
Chicago, Illinois 60610

Jobs in the Health Field, 1967
11 minutes, color
Source: National Audiovisual Center Distribution Branch
National Archives and Record Service
Washington, D.C. 20409

Seven Past Ten, 1972
16 minutes, color
Source: Virginia Health Careers
Virginia Council on Health
P.O. Box 12363
Central Station
Richmond, Virginia 23241

What Can You Do?
28 minutes, color and sound
Special interest for students of Latin background.
Source: Association-Sterling Films
1701 N. Fort Myer Drive, Suite 601
Arlington, Virginia 22209

Dietetics and Nutrition

The Career Game, 1970
14 minutes, color
Source: Modern Talking Pictures
2323 New Hyde Park Road
New Hyde Park, New York 11040

Toward The Victory of Health, 1967
14 minutes, color and sound, 16 mm
Source: Modern Talking Picture Service
1234 Spruce Street
Philadelphia, Pennsylvania 19107

Dental Hygiene

A Bright Future, 1967
28 minutes, color and sound
Source: American Dental Association
211 East Chicago Street
Chicago, Illinois 60611

Hospital Administration

The Changing Picture in Graduate Education for Hospital Administration
15 minutes, black and white
Source: American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

The Fixing Business, 1970
14 minutes, color
Source: American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Medical Records

Faith Facts & Fingertips, 1969
12 minutes, color
Source: American Medical Record Association
875 North Michigan Avenue
Suite 1850
Chicago, Illinois 60611

Medical Technology

Career: Medical Technologist
23 minutes, color and sound, 16 mm
Source: National Committee for Careers in Medical Technology
9650 Rockville Road
Bethesda, Maryland 20014

In a Medical Laboratory, 1966
28 minutes, color
Source: National Committee for Careers in Medical Technology
9650 Rockville Road
Bethesda, Maryland 20014

Occupational Therapy

A Way To Life, 1967
18 minutes, black and white
Source: American Occupational Therapy Association
251 Park Avenue, South
New York, New York 10010

OT Story
17 minutes, black and white, 16 mm
Source: American Occupational Therapy Association
251 Park Avenue, South
New York, New York 10010

Optometrist

The O.D.'s - Vision Care Specialists, 1971
15 minutes, color
Source: Modern Talking Pictures
2323 New Hyde Park Road
New Hyde Park, New York 11040

Pharmacy

Bartlett & Son
35 minutes, color and sound, 16 mm
Source: Modern Talking Picture Service
1234 Spruce Street
Philadelphia, Pennsylvania 19107

This is Pharmacy
27 minutes, color and sound, 16 mm
Source: Association Sterling Films
43 West 61st Street
New York, New York 10023

Physical Therapy

For Today and Tomorrow, 1967
22 minutes, color
Source: American Physical Therapy Association
1156 15th Street, N.W.
Washington, D.C. 20005

Within Your Hands
16 minutes, black and white, sound, 16 mm
Source: American Physical Therapy Association
2057 Bragg Street
Brooklyn, New York 11229

Radiology

More than a Job, 1969
27 minutes, color
Source: GAF Corporation
X-Ray Marketing
140 West 51st Street
New York, New York 10020

Speech Pathology and Pathology

Member of the Team, 1971
20 minutes, color
Source: National Association of Speech and Hearing Agencies
919 18th Street, N.W.
Washington, D.C. 20006

Veterinary Science

Degree of Importance, 1969
27 minutes, color
Source: American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

APPENDIX D

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